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# COURSE OF INSTRUCTION

FOR THE SCHOOL AND THE SHOPS,

AND

## MANUAL FOR THE TEACHERS.

PREPARED BY

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and ROBERT PATTERSON, Principal.

IT is a certain quality of practice, not mere practice, which produces the expert and the artist. Unless the practice is based upon rational principles, upon insight into facts and their meaning, "experience" simply fixes incorrect acts into wrong habits. Non-scientific practice, even if it reaches sane and reasonable results,—which is very unlikely,—does so by unnecessarily long and circuitous routes; time and energy are wasted that might easily be saved by wise insight and direction at the outset.—MCLELLAN AND DEWEY'S *Psychology of Number*.



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ЭТАК ОНО  
УТИСКАВИМО

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## Teaching Ideals.

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NOTE:—

- a. Study the following quotations and personal questions thoroughly.
  - b. Affirm them constantly.
  - c. Practice reproducing them from memory until you grow into their spirit.
  - d. Live up to them as well as you can; then they will fall naturally from you in your work.
- 

"O'er wayward childhood would'st thou hold firm rule  
And sun thee in the light of happy faces?  
Love, Hope and Patience, these must be thy graces,  
And in thine own heart must they first keep school."

Education is the generation of power. —*Pestalozzi*.

Things that have to be done should be learned by doing them. —*Comenius*.

The development of ideas is the slow, gradual result of continuous judgment. —*Francis Bowen*.

No ideas can long be retained in the memory which are not deeply fixed by repetition. —*Joseph Payne*.

A teacher should, above all things, first induce a desire in the pupil for the acquisition he wishes to impart.

—*Horace Mann*.

Attempt to teach the young but little at a time; this will become easier to impart, easier to receive, and surer to be retained. —*Ralph Waldo Emerson*.

To children at their entrance upon any sort of knowledge every thing of itself is difficult, and the great use and skill of a teacher is to make all as easy as he can. —*John Locke*.

The subjects of good morals and gentle manners are un-

equaled in importance by any thing that can be imparted in the public schools, either for intellectual discipline or practical utility.

—*Alex. M. Gow.*

#### ASK THYSELF.

Am I taking care of my health?

Have I shown any originality to-day?

Which do I see first in my school, the good things or the bad?

Did I really strive to-day for a "touch of comradeship" with my bad boy?

Was I neatly and attractively gowned to-day?

Did I mete out a "crumb of individual attention" to poor, slow John?

Have I awakened to the realization of the fact that the more I love my work the easier it becomes?

Did my pupils feel that in my heart and in my actions I had for them "Faith, Hope and Charity"?—*Midland Schools.*

# Course of Instruction.

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## First Year.

Sixth Primary Grade.

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### REQUISITES.

For the class:

1. Rulers.
2. Note books.
3. Lead pencils.
4. Practice paper.
5. Note paper and envelopes.
6. Postage stamps and postal cards.
7. Individual sponges.
8. Noiseless double slates with slate pencils.
9. The Picture World.
10. Fuller's Illustrated Primer.

For the teacher's table:

1. Toys.
2. Blocks.
3. Splints.
4. Colored paper.
5. Kindergarten scissors.
6. Picture books.
7. Peg boards with pegs.
8. Numeral frame.
9. Drill charts.
10. Black checking crayon.
11. Plain and colored crayons.
12. Lead pencils.
13. Pens and ink.
14. Account blank.
15. Requisition pad.
16. Monthly cards and reports.

17. Fuller's Illustrated Primer.
  18. The Werner Primer.
  19. Letter and word cards.
  20. Plans for Busy Work, edited by Sarah Louise Arnold.
  21. David Gibbs's Natural Number Primer.
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## FIRST TERM.

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**NOTE.—1.** Devote the first few days to helping the children to adjust themselves to the new conditions:

- a. By amusing them with toys, blocks and games.
- b. By drawing them out to talk about home and their pets.
- c. By showing them bright pictures of familiar animals and talking about them.
- d. By taking them, when they become tired or restless, to see other classes at work in school, to the gymnasium, and outdoors for a brisk walk and to see objects of interest, keeping them together as a class.

**NOTE.—2:**

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the children interested and occupied.
- c. Arrange your busy-work program so that you may give individual work uninterruptedly.

**NOTE.—3:**

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full, and carry them out carefully.

**MANNERS AND MORALS.—**NOTE: "Our chief need is some one who will make us do our best."

Study each child and try to know whether he is up to the average, or above or below in the following points:

1. Health.
2. Sight.
3. Spontaneity,
4. Play spirit,
5. Affection,

6. Temper.
7. Helpfulness.
8. Self-reliance.

And give the needed help Draw out the good and develop it, and make it a power in the child for growth.

Do not put two of the same temperament near each other. The quick, nervous child should be placed beside the calm, lymphatic one. Try in every way to help the nervous one to cultivate calmness, and arouse the sluggish one to activity. The sanguine child who bubbles over with life and mirth should not be repressed too much. Control the tendency to be boisterous, but do not frown down the bright smile and merry look. Do not notice the defiant look of the stubborn, sullen child; try to lead him gently or let him alone. Never permit his stubbornness to arouse your anger; let him see he cannot annoy you by his stubbornness and it will soon vanish. Be gentle with the shy, sensitive child, and help him to overcome his shyness.

Teach and inspire each child :

1. To be punctual in attendance.
2. To be obedient.
3. To be orderly.
4. To be attentive.
4. To be industrious.
6. To be truthful.

Make a daily inspection of the clothing and personal appearance, teaching and encouraging :

1. Neatness.
2. Cleanliness.

Teach and help the children to practice :

1. Correct sitting, standing and walking positions.
2. Rising and sitting down.
3. Making a bow.
4. Stepping forward and backward.
5. Marching with a quick, supple and springy motion and step.
6. Keeping step in marching to and from school.
7. Raising the hand to draw attention.

NOTE.—The person who is unable to control his own muscles is incapable of attention.—*Maudsley*.

Correct:

1. Lounging and drooping of shoulders in sitting.
2. Dragging of feet and swinging of arms or shoulders in walking.
3. Slouchiness in standing.
4. Uncouth facial expressions.
5. Disagreeable noises made with the mouth, nose or breath.
6. Stamping on the floor.
7. Pounding on the desk.
8. Tattling.

Do not scold or nag. Make the atmosphere of your room such that the children will absorb:

1. Cheerfulness.
2. Courtesy.
3. Gentleness of manner.
4. Kindliness of heart.

And teach them that they must do their share toward the happy atmosphere. When a *real* offense occurs, treat it promptly, firmly and without anger. Be kind, yet firm—not too kind nor too firm: try to be “the happy medium.”

Let the children lead natural lives: activity, motion and joyousness belong to them, being intended for perfect growth.

**NOTE.**—Force a child to preserve a regulation attitude, to keep his nerves tense, and you destroy the foundation of healthful mental activity.—*W. W. Speer.*

**SENSE TRAINING.**—**NOTE.**—Apprehension by the senses supplies, directly or indirectly, the material of all human knowledge; or, at least, the stimulus to develop every inborn faculty of the mind.—*Helmholtz.*

Study the power of attention on the part of each child and train accordingly.

**NOTE.**—Voluntary attention is a habit, an imitation of natural attention, which is its starting point and its basis

\* \* Attention creates nothing: and if the brain is barren, if the associations are meagre, it functions in vain. \* \* If it is prolonged beyond a reasonable time, particularly under unfavorable conditions, every body knows from experience that there results a constantly increasing cloudiness of the mind, finally a kind of intellectual vacuity, frequently accompanied by vertigo.—*Th. Ribot's Psychology of Attention.*

Develop the consciousness of thought and sense perceptions through daily exercise of the muscles of the body:

1. In observation.
2. In imitation.
3. In construction.

**1. Observation.—Material:**

- a. Drawings and pictures.
- b. Objects and toys.
- c. Colors and forms.
- d. Words and sentences.

Teach the children:

- a. To visualize clearly.
- b. To recognize quickly.
- c. To judge accurately.

NOTE.—The habit of hasty and inexact observation is the foundation of the habit of remembering wrongly.—*Maudsley*.

**2. Imitation.—Material:**

- a. Pegs and sticks.
- b. Actions and calisthenics.
- c. Breathing exercises.
- d. Words and sentences.

Teach the children to imitate well:

- a. In stick laying.
- b. In free movements of the body.
- c. In slow, deep and rhythmic breathing.
- d. In copying words and sentences.

NOTE.—Vision and manipulation,—these, in their countless indirect and transfigured forms, are the two co-operating factors in intellectual progress.—*John Fiske*.

**3. Construction.—Material:**

- a. Blocks.
- b. Paper and scissors.
- c. Clay.

Teach:

- a. Blockbuilding.
- b. Folding.
- c. Cutting.
- d. Weaving.
- e. Modeling.

NOTE.—Almost invariably children show a strong tendency to cut out things in paper, to make, to build,—a propensity

which, if duly encouraged and directed, will not only prepare the way for scientific conceptions, but will develop those powers of manipulation in which most people are most deficient.  
—*Herbert Spencer.*

### LANGUAGE.—Material:

#### Nouns:

- a. The names of the members of the class.
- b. Words in common use at home, such as *home, papa, mamma, baby.*
- c. Names of domestic animals.
- d. Names of common articles of food and drink.
- e. Names of the simple parts of the body.

#### Pronouns:

- a. Personal—*I, you.*
- b. Interrogative—*What, who.*

#### Adjectives.—Names of numbers.

#### Verbs.—Names of habitual actions of persons and animals.

NOTE.—Our children will attain to a far more fundamental insight into language, if we, when teaching them, connect the words more with the actual perception of the thing and the object. \* \* Our language would then become a true language of life, that is, born of life and producing life.—*Froebel.*

Two lines of work are to be practiced:

1. Word exercises.
2. Sentence exercises.

#### i. Word exercises.

##### *Develop the idea that each child has a name:*

Assign a place at the blackboard to each child; look at the child's tag for his name; write it at the head of the board; practice pointing to it and to the child, and *vice versa* until the child awakes to the consciousness of the meaning.

Place the names of the class in a column on a chart to be hung on the chart rack; point to a name at random and then to the one written on the blackboard and teach its owner to raise his hand; practice the child in pointing to his name when it is asked for until he readily recognizes it; then set him to copying and recopying it, the teacher at first writing it lightly and assisting the child to write over it, guiding the hand when necessary.

When the children have acquired sufficient familiarity with their names, write *Who?* at the head of the column of the names, letting the class discover the meaning from action; point to a name, speaking or spelling *Who?* and teach its owner first to point to his name and afterward to write it.

*Develop the idea that things have names:*

Hang a bright picture,—say, of a cat, on the blackboard; write the name under it; point to it and then to the picture and *vice versa*; practice the children in pointing to the picture when the word is pointed to, and *vice versa* until they acquire the power of associating the idea and the word spontaneously.

Teach the class:

- a. To observe and study the word.
- b. To copy it.
- c. To rewrite it from memory.
- d. To speak or spell it.
- e. To reproduce it from dictation in speaking or spelling and flash writing.

**NOTE.**—A few such items must be memorized and reviewed daily, adding a small increment to the list as soon as it has become perfectly mastered.—*W. T. Harris.*

When about half a dozen words have been learned perfectly in (1) associating, (2) copying and (3) reproducing from memory, place them in a column and write *What?* at the head of the column; point to a word at random, speaking or spelling *What?* and have pupils point to the object or picture; also point to the object or picture, speaking or spelling *What?* and have the children speak or spell and write the word.

Use *Who?* and *What?* alternately until the children perceive that the former refers to persons and the latter to things.

*Develop the idea that actions have names:*

Write the name of an action, *run*, for instance; then perform the action; write it again and over again elsewhere on the blackboard, each time expressing in act the word. When the pupils have learned to associate the word with the action, have them (1) study, (2) copy, (3) speak or spell, (4) reproduce from dictation, as before.

After the names of three or four actions have been learned, begin sentence work.

**2. Sentence exercises.—Note:**

- a. No original work unaided is to be permitted.
- b. The work of the children is to be watched closely. If any errors are made, erase them at once and put the child through the studying, copying and reproducing processes again.

Three kinds of sentences are to be separately taught and practiced:

1. Imperative.
2. Declarative.
3. Interrogative.

**1. *Imperative sentences.***

Select some word that has already been learned,—say, *run*; write it on the blackboard with a capital letter and a period, directing attention to them; call a pupil to come forward and request him to perform the action; practice him in selecting another pupil to order to go through the act; repeat the process with several pupils. Then have the class (1) copy the sentence; (2) speak or spell it; (3) reproduce it from dictation; (4) practice its use. Repeat this process with the other verbs that have been learned.

Teach the children to observe and remember that each sentence begins with a capital letter and ends with a period.

**2. *Declarative sentences.***

Hang up a picture of a dog in the act of running, for instance; pointing to it and inquiring if it can run, emphasize the fact by writing the sentence:

A dog runs.

Teach the class (1) to observe and commit the sentence to memory; (2) to copy it until they can easily rewrite it from memory unaided with a copy; (3) to speak or spell it until they can spontaneously reproduce it from dictation. Then drill them in invention of sentences by directing, suggesting and encouraging them to think of what besides a dog can run, and to make new sentences. The process is to be repeated with other verbs that have been learned.

Teach the children to observe and remember that each sentence begins with a capital letter and ends with a period.

*2. Interrogative sentences.*

Point to a picture of a horse, for example, as before, and write on the board the question:

What runs?

The pupils are to copy the question and to make the answer in writing and speaking or spelling.

Teach the pupils to observe and remember that each question begins with a capital letter and ends with an interrogation point.

When the children have had exercises in copying and dictation with all the words they have learned, the teacher then resumes the word-teaching process, using for copying and dictation exercises imperative as well as declarative and interrogative sentences.

The sentence forms to be taught are:

1. One noun in the singular number and one intransitive verb in the present tense; as,

A boy runs.  
John plays.

John is instructed to use *I* instead of his name.

2. One singular subject and one transitive verb; as,

A girl likes candy.  
Edith loves mamma.

3. One plural subject and one verb; as,

Dogs bark.  
Cats catch mice.

Teach that *an* or *a* means one.

Drill the pupils in the habit of applying an article to a common noun and of omitting it in the use of a proper noun.

Practice the pupils in changing the singular to the plural, or *vice versa* until they grow into the consciousness of the difference in the use of *s* as joined to nouns and verbs; as,

One (I)



Ex.—A boy runs.

Many (III)



Ex.—Boys run.

In drill-practice on the plurals of nouns, use the form, as above given, without the article *the*.

NOTE.—Exercise ingenuity and patience in achieving that correlation of work that will help the pupils to acquire:

1. Clearness of seeing and thinking.
2. Facility of doing.
3. Spontaneity of responsiveness to suggestion and dictation.
4. Originality and confidence of invention.

**ARTICULATION.**—NOTE —1. Every new pupil must be given an opportunity to learn to speak and to read speech from the lips.

NOTE.—2. The teacher must have a thorough knowledge of elementary sounds and their production, including a knowledge of the structure, position and relations of all the organs of speech.

**Material for drill:**

1. Charts of elementary sounds.
2. Charts of familiar objects.
3. A collection of toys, objects and pictures.

**Method of instruction:**

1. The detail of studying elementary sounds will be directed by the supervisor of speech and lip-reading.

2. Various breathing exercises and tongue, lip and throat gymnastics should precede any drill on special elements.

3. When the pupils are ready to take up the elements, they should be very carefully taught. Start right. The teacher should speak naturally and have the child speak as nearly so as possible. Teach the easier elements first. In the enunciation of vowels differentiate carefully between the various sounds. Avoid mouthing, straining or labor.

4. As the elements are being learned, the lip movement should be learned. The teacher enunciates the elements and the children point them out from chart or blackboard. One child enunciates and the others point out. Too much drill cannot be given to this.

5. The combination of elements should be made very carefully. Consonants are not always heard in speech. But the

positions to produce them must be taken by the child to modify the sound of other letters. In the word *ball* the sound of *b* is not heard, and if the child gives it, the articulation is as faulty as if the *b* were omitted entirely and the word *all* given. The position must be taken for enunciating *b*, and without doing so, speak *all*. The articulation *ball* is then natural and easy. So with many other initial consonants. The child should not be permitted to say *f-an*, but *fan*; *b-oy*, but *boy*; *k-at* but *cat*; *s-l-ate*, but *slate*. The teacher will place elements of easy combination on the wall slates and have the children speak them and read them from the lips.

6. As the child passes from elements to words and from words to easy sentences, the greatest care must be taken that faulty habits of articulation are not formed. Everything depends on drill in correct speech. Always "better a little done well, than much done poorly." No child should be promoted from this grade until it has learned to speak all the elements well and can combine them in words.

7. Make every effort to secure modulation, natural tones and emphasis. Do not permit drooling of words.

**Material for speech:**

1. Simple commands and action work as set forth in this Course.
2. All requests, directions, orders, etc., should be spoken while the children observe the lip movement.
3. All requests of children should be spoken as soon as possible. Also salutations, acknowledgements, etc.
4. Number and number work should be given in speech.
5. Resort to games which will require asking, answering, counting and naming.

**SPELLING.**—All the words in the grade vocabulary are to be carefully spelled.

Spell words and sentences and have pupils reproduce them. Require distinct spelling. Start the pupils right on *k* and *p*.

**WRITING.**—Start the writing correctly and never let the children grow careless in penmanship.

Give careful attention:

- a. To crayon and pencil holding, and also to position of body.
- b. To capitalization and use of the period and the question mark.

Give drill-practice:

- a. On small letter forms in the following order:  
i, u, v, w, x, n, m, t, l, b, h, k.
- b. On capitals as they are needed.

Use slate and blackboard.

NOTE.—Begin with one letter and stay upon that letter until it is mastered.

Have daily exercises:

- a. In the copying of words and sentences.
- b. In the writing of dictated words and sentences.
- c. In reproducing words and sentences from flash writing.

**READING.—Material:**

The words and sentences that the pupils have learned.

As soon as the pupils have learned to get thought from writing on the blackboard, teach them print forms.

Teach:

- a. How to form words with letter cards.
- b. How to select word-cards and compare with the written forms on the board.
- c. How to make out sentences in print.

NOTE—Be sure that the print forms arouse in consciousness the ideas that they represent.

**NUMBER.—Material:**

One to five.

NOTE.—1. Develop number sense through eye and hand training.

NOTE.—2. Work with one number at a time until it is mastered.

Teach the ideas:

- a. Show objects—say, two pencils,—and have the pupils select a similar number of pencils.
- b. Make drawings on the board, or present a picture, for example, of two caps, and require the pupils to find the corresponding number of caps.
- c. Make strokes on the board—II, for example—and have the pupils bring forward the corresponding number of pegs or sticks of the same length.

- d. Pupil closes eyes; receives, for example, two cubes and handles. Teacher takes them away; and pupil, opening eyes, points out *what* and *how many* were handled.

**NOTE.**—Give abundant exercises to secure accuracy of visual and tactal grasp of numbers of things; and diversify the objects, so that the pupils may grow into the perception of the fact that number is a property of all separate objects—of objects of all qualities, shapes, sizes and colors alike.

Teach the names:

- a. Write a name—*one*, for instance—and explain the meaning; the pupils study, write, speak or spell it, and connect it with the number.
- b. Present a name in writing and speaking or spelling, and have the pupils give the corresponding number things.

**NOTE.**—Make the exercises abundant to induce the habit of spontaneously associating names with numbers, or *vice versa*.

Teach counting:

- a. With objects, as:

Hold up, for example, two books and ask, "How many?" and have the pupils write, speak or spell, "Two books."

Show a number of things and ask, "How many — do you see?" and have the pupils say, "I see two books," as the case may demand.

Place objects in the hands of the pupils and ask, "What have you?" and have them make the proper answer, using the verb "have."

Distribute objects among the pupils and have them name the numbers.

- b. Without objects, as: One, two, three, four, five; and again, Five, four, three, two, one.

Teach the group-sense:

- a. By practice in arranging objects in groups.
- b. By practice in knowing groups without counting.

**NOTE.**—1 See to it that the children do not get into the habit of counting on their fingers.

**NOTE.**—2 For suggestive exercises see Gibbs's Natural Number Primer; but be sure that your own exercises are adapted to your class.

**DRAWING.**—Material:

Straight lines and combinations.

Exercise the muscles of the fingers to hold the crayon or slate pencil.

Teach the proper way to handle the crayon or slate pencil.

Teach the habit:

- a. Of drawing vertical lines from top to bottom.
- b. Of drawing horizontal lines from left to right.
- c. Of drawing oblique lines from top to bottom.

A lesson, not exceeding fifteen minutes, is to be given every day except Friday, when clay modeling or paper folding or cutting is to be practiced. The designs and instructions will be given by the art teacher.

#### SUNDAY-SCHOOL WORK.—

Develop enthusiasm for the beautiful:

- a. By showing fresh and attractive pictures of flowers, birds, trees, fruits and animals.
- b. By directing attention to the points of beauty.
- c. By talking about them.

Develop the moral sense:

- a. By teaching the names and ideas of the virtues that should appear in the character of a child; as, Good, happy, kind, polite, etc.
- b. By creating situations to increase the desire-force of the children for the good.
- c. By presenting the conditions of right choosing.
- d. By making use of opportunities for the children to practice good actions.

Teach the ideas of God, of Christ, of heaven and of angels, and have the names learned.

Awake an interest in the Picture World:

- a. By directing attention to the pictures.
- b. By telling such of the stories as are easily within the comprehension of the class.

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#### SECOND TERM.

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NOTE.—1:

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the children interested and occupied. Divide it into periods of about fifteen minutes.

- c. Arrange your busy-work program so that you may give individual work uninterruptedly.

NOTE.—2:

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.
- c. Have the pupils put into their note books any language work that may be of help to the child or parent at home.

**MANNERS AND MORALS.**—The work of First Term is to be kept up.

Instruct in the duty:

- a. Of honoring parents.
- b. Of obeying them.
- c. Of helping them when at home.
- d. Of being respectful to friends.
- e. Of being cordial to them.

And show how to practice the duties.

Teach and show:

- a. How to enter and leave a house or a room.
- b. How to rise and offer a chair when one enters.
- c. How to recognize and greet friends.
- d. How to avoid passing in front of others.
- e. How to apologize when it is impossible to avoid passing in front of others.

**SENSE TRAINING.**—The work of First Term is to be kept up and extended.

**LANGUAGE.**—NOTE.—The work is to be practiced along the lines laid down in First Term.

**Nouns.**—The work of First Term is to be reviewed.

Teach :

- a. Names of objects in the class room.
- b. Names of articles of dress.
- c. Names of relatives,—*Brother, sister, grandpa, grandma, uncle, aunt, cousin.*
- d. The use of *Mr., Mrs., Miss.*
- e. The use of the possessive case in the singular number; as,

*John's cap is on the table.  
I like Mary's apron.*

*f.* Names of parents and the home addresses.

Keep the class carefully on the singular and plural forms.  
See page 15.

**Pronouns.**—The work of First Term is to be kept up.

Teach:

*a.* Personal.—*Me, you, my, your.*

*b.* Interrogative.—*Whom.*

**Articles.**—Continue the use of *an* or *a* as meaning *one*; as,

I have *a* book.

Teach the use of *the* as meaning *the only one*; as,

I see *the* sun.

My pencil is on *the* floor.

Give abundant exercises to induce consciousness of the difference in meaning and use of the articles.

**Adjectives.**—The work of First Term is to be reviewed.

Teach:

*a.* The names and application of colors.

*b.* The names and application of qualities commonly used by little children.

*c.* The use of the predicate-adjective form.

**Verbs.**—The work of First Term is to be reviewed.

\* Teach:

*a.* The common action words applicable to the grade vocabulary.

*b.* The past tense.

Practice in the use of the present tense in speaking of habitual actions, and of the past tense after an action has been performed.

*c.* *Am, is, are,* affirmatively, negatively and interrogatively.

*d.* The infinitive as direct object; as,

Do you like *to play*?

I want *to write* a letter.

Keep the class carefully on the singular and plural forms.

See page 15.

**Adverbs.**—*a. Not; b. where?*

**Prepositions.**—*On, in, under, up, down,*

**Conjunction.**—*And,* connecting two nouns.

**ARTICULATION.**—The work assigned under this head in the First Term is intended to cover the entire year.

**SPELLING.**—All the words in the grade vocabulary are to be carefully spelled.

Spell your requests, directions and orders.

Have pupils spell their requests, salutations, partings and acknowledgements.

Require distinctness of spelling, especially with *k* and *p*.

**WRITING.**—The work of First Term is to be kept up.

Give drill-practice:

a. On small letters in the following order:

e, o, c, a, d, q, j, g, y, p, f, r, s.

b. On capitals as needed.

**NOTE.**—Do not allow the pupils to try a new letter till they have learned the one upon which they are working.

**READING.**—Chart lessons.

Such selections from the Primers as the attainments of the class will permit.

**NUMBER.**—The work of First Term is to be reviewed.

Teach:

a. The ideas and names of six to ten.

b. Counting with and without objects.

c. The grouping of things.

d. The knowing of groups at sight.

e. The figures to ten.

f. Association of figures with their names.

g. Adding to and taking away from groups with and without objects

h. Comparison of numbers with each other as to their general magnitude:

With objects; as,

Which is the larger, one book or two books? the smaller?

With strokes or sticks; as,

Which is the more, | or ||? the less?

Without the aid of objects; as,

Which is the greater, one or two? the less?

Which is the more, 1 or 2? the less?

What number is greater than two? less than two?

**DRAWING.**—The work of First Term is to be continued and extended.

Augsburg's lead pencils are to be used for drawing only. They should be sharpened to a round, quite blunt point so that a broad line may be obtained. If the pencils have sharp points, they will make thin, hard, wiry lines instead of the broad, soft gray lines which are so much more pleasing.

The erasers should be used as little as possible, and the pupils should be encouraged to finish drawings without them. Distribute them only when their use is considered necessary.

**SUNDAY-SCHOOL WORK.**—The work of First Term is to be continued and extended.

Teach the idea of prayer.

Teach the Evening Prayer.

Teach the duty:

- a. Of asking pardon for wrong-doing.
- b. Of repentance for wrong-doing.
- c. Of resistance to temptations to wrong-doing.

Interest the children in The Picture World and tell such of the stories as are adapted to the class.

## Second Year.

Fifth Primary Grade.

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### REQUISITES.

For the class:

1. Rulers.
2. Note books.
3. Writing tablets.
4. Lead pencils.
5. Practice paper.
6. Drawing paper.
7. Note paper and envelopes.
8. Postage stamps and postal cards.
9. Individual sponges.
10. Noiseless double slates with slate pencils.
11. The Picture World.
12. Fuller's Illustrated Primer.
13. Copy books—The Whitehouse System of Practical Writing.—Grade 1.

For the teacher's table:

1. Colored paper.
2. Kindergarten scissors.
3. Pictures.
4. Drill charts.
5. Black checking crayon.
6. Numeral frame.
7. Lead pencils.
8. Note book.
9. Writing tablet.
10. Practice paper.
11. Pens and ink.
12. Account blank.
13. Requisition pad.
14. Monthly cards and reports.
15. The Picture World.
16. Cyr's Children's Primer.
17. Maud Summers's Thought Reader—Book I.
18. Plans for Busy Work, by Sarah Louise Arnold.
19. Barton's Language Lessons in Arithmetic.
20. David Gibbs's Natural Number Primer.

## FIRST TERM.

### NOTE.—1:

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the children interested and occupied. Divide it into periods of about fifteen minutes.
- c. Arrange your busy-work program so that you may give individual work uninterruptedly.

### NOTE.—2:

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.
- c. Have the pupils put into their notebooks any language that may be of help to the child or parent at home.

**MANNERS AND MORALS.**—The work of the previous grade is to be reviewed and strengthened.

Give particular attention :

1. To cleanliness of person and neatness of dress.
2. To correct positions and carriage of body.
3. To the practice of obedience, attention, industry, self-control, truthfulness, cheerfulness, kindness to one another, and the other virtues that should appear in the character and conduct of a child.

Teach and have pupils practice the habit :

- a. Of respecting the rights of others.
- b. Of observing little acts of courtesy.
- c. Of saying, "I thank you," when favors are received.
- d. Of keeping the classroom floor clean.
- e. Of sitting with both feet on the floor.

**SENSE TRAINING.**—The work of the previous grade is to be reviewed and strengthened.

Have daily exercises at regular periods in calisthenics and deep breathing.

Make use of every opportunity to help pupils to acquire :

1. Concentration of mind.
2. Quickness in distinguishing and comparing.
3. Self-confidence in judging.

Give exercises along the following lines :

Hold an object before the pupils for a second; then put it away and ask what they saw.

Place a number of objects on the table; pupils look not longer than a few seconds; cover the objects, and have pupils tell what they saw.

Place a number of objects on the table; pupils look carefully at them; cover the objects, and have pupils think the objects from right to left, and *vice versa*.

Teach the pupils:

1. How to tell what they see in a picture.
2. How to name and describe objects in a picture.

Teach the habit of attention to study. Give study periods and show pupils:

1. How to concentrate the mind.
2. How to strengthen the will-power.
3. How to memorize.
4. How to image.
5. How to think.

**LANGUAGE.—NOTE.**—1. The work is to be carried on separately through:

- a. The copying stage.
- b. The memory stage.
- c. The mastery stage.
- d. The invention stage.

See page 14.

**NOTE.**—2. No original work unaided is to be permitted.

**NOTE.**—3. The work of the children is to be carefully watched. If any errors are made, erase them at once and put the child through the studying, copying and reproducing processes again.

Material for drill:

**Nouns.**—The nouns of the previous grade are to be reviewed thoroughly.

Teach:

- a. Names of games and sports in which children delight.  
For suggestive material see Summers's Thought Reader—Book I.
- b. Names of the days of the week; of the holidays observed.
- c. The use of the predicate-noun form, affirmatively, negatively and interrogatively.



*d.* The plural form of the possessive case.

Keep the class carefully on the singular and plural forms.  
See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Pronouns.**—The work of the previous term is to be reviewed.

Teach:

- a.* Personal—*He, she, him, her, his, her, it, its.*
- b.* Interrogative—*Whose.*

Make a chart of the personal pronouns that have been taught and be sure that the pupils use them correctly.

Practice in directions and questions by the teacher, and answers by the pupils; as,

- D. Touch *my* head.
- Q. What did *you* do?
- A. *I* touched *your* head.
- D. John, give *me* *your* book.
- Q. What did John do?
- A. *He* gave *you* *his* book.

**Articles.**—The work of the previous grade is to be continued.

Teach:

- a.* The use of *an* or *a* as meaning *any, not a particular one*; as,

I want *a* book.

- b.* The use of *the* as meaning *a particular one*; as,

I want *the* red book.

Teach that *the* is applied to nouns of either number: as, *The boy, the boys.*

Cultivate in pupils a habitual attention to the application of *an* or *a*.

Keep constantly before the class the difference in meaning and use of the articles. See page 22.

**Adjectives.**—The work of the previous grade is to be reviewed.

Teach :

- a. The names of common qualities applicable to the grade vocabulary.
- b. The adjectives used in the Primers and the Reader.
- c. The demonstratives: *this, that* and their plurals.
- d. The indefinites: *all, many, some, a few.*

Exercise :

- a. On the use of the predicate form, affirmatively, negatively and interrogatively.
- b. On the application of different qualities to one and the same object; as,

Your book is small.

It is red.

It is new.

- c. On combining statements; as,

Your book is small, red and new.

**Verbs.**—The verbs of the previous grade are to be reviewed.

Continue practice :

- a. On the present tense, affirmatively, negatively and interrogatively.
- b. On the past tense, affirmatively, negatively and interrogatively.
- c. On the auxiliaries *may* and *can*, affirmatively, negatively and interrogatively.
- d. On the infinitive as direct object, affirmatively, negatively and interrogatively.

Teach :

- a. The common verbs applicable to the grade vocabulary.
- b. The most common verbs used in the Primers and the Reader.
- c. The present progressive form, affirmatively, negatively and interrogatively.

Keep the class carefully on the singular and plural forms.

See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Adverbs.**—Continue the use of the adverbs of the previous grade.

Teach *very*; *when*.

**Prepositions.**—Continue the use of the prepositions of the previous grade.

Teach *to, with.*

**Conjunction.**—Continue drill on *and* connecting two nouns. Teach the connecting of two verbs by *and.*

Continue practice in combining statements.

**ARTICULATION.**—Review the elements. See that each child can both articulate them and read them from the lips before proceeding with new work. Have it distinguish carefully the sound of all the vowels. Do not let a consonant be sounded where only position is required. The future speech of the child depends upon careful drill during the first few years of instruction. Instruction and speech both are to be in speech. Much attention must be given to lip-reading, as without it speech is almost useless.

Drill on the initial words, such as *what, where, who, when, whose, whom.*

Dictate simple sentences and have the children write and speak them. Follow each reading by questions for lip-reading and speech.

Drill on salutations, such as *Good morning, Good evening, How do you do?*

Drill on partings and acknowledgements, such as *Good bye, I thank you.*

Drill on simple conversational language, such as "*I am glad to see you,*" "*Are you well?*" "*Where do you live?*" "*How old are you?*" "*What is your name?*"

Make use of pictures for the purpose of conversation. Let the pupils tell the teacher and members of the class what they see in the picture.

Make use of current events which take place in connection with the child's life in the Institution. Teach them how to report these things in simple language.

Continue the use of the calendar, such as "*What day is today?*" "*What day will to-morrow be?*" "*What day was yesterday?*" "*When is your birthday?*"

Teach the names of the numerals, 1, 2, 3, etc., as far as required in this year.

Teach the names of brothers and sisters.

Use games and plays which require speech.

Give special attention to modulation and flow of language.

**SPELLING.**—All the new words in the grade vocabulary are to be carefully spelled.

Spell all your requests, directions and orders.

Have pupils spell their requests, salutations, partings and acknowledgments:

Have daily exercises in spelling sentences to be reproduced by pupils.

Require distinctness of spelling, especially with *k* and *p*.

**WRITING.**—Give careful attention:

1. To correct position at the blackboard and the desk.
2. To correct capitalization and the use of the period and the interrogation point.

Review small letter forms.

First half of the copy book. Use lead pencil. Carry out instructions of copybook.

Have daily exercises:

- a. In the copying of sentences.
- b. In the writing of dictated sentences.
- c. In reproducing sentences from flash writing.
- d. In changing statements to questions, or *vice versa*.
- e. In filling blanks.

Teach:

- a. Describing objects in a simple way.
- b. Describing simple actions.
- c. Letter-writing.

The teacher should dictate short letters for pupils to write and to compare with a correct form written upon the board.

The teacher should also read the letters pupils receive from home and explain their contents and show them how to make an answer on "Letter Day."

**READING.**—First half of Fuller's Primer.

The teacher should go through the selection for the next day with the pupils, the latter having their books open before them. Any hard words should be written on the blackboard and carefully explained.

The teacher should ask questions on the reading lessons and be sure that the children understand what they read.

**NUMBERS.**—Review the work of the previous grade thoroughly.

Teach *more* and *less*, using them with *have*, *see*, *want*, *get*, *give*, *bring*, *take*, *find*, *show* and *buy*.

Teach :

Addition ; as,

- a. One book and two books are three books.
- b. One and two are three.
- c. 1 and 2 are 3.

Subtraction ; as,

- a. Three books less one book are two books.
- b. Three less one are two.
- c. 3 less 1 are 2.

Making complete statements ; as,

- John has two pencils.
- I give him three pencils.
- How many pencils has John now?
- I have three pencils.
- I give you one pencil.
- Now I have two pencils.

**NOTE.**—See the Natural Number Primer for suggestive material.

Number names to twenty and apply to objects.

The signs +, — and =.

**DRAWING.**—First half of Augsburg's Drawing Book No. 1.

See page 24 in regard to Augsburg's pencils.

A thirty-minute lesson is to be given twice a week.

**SUNDAY-SCHOOL WORK.**—The work of the previous grade is to be continued.

Give practical lessons:

- a. To awaken and strengthen the moral sense.
- b. To beget an intelligent recognition of the power, mercy and goodness of God.

Continue the Evening Prayer.

Interest pupils in the pictures and stories of The Picture World.

## SECOND TERM.

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**NOTE.—1:**

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the children interested and occupied. Divide it into periods of about fifteen minutes.
- c. Arrange your busy-work program so that you may give individual work without interruption.

**NOTE.—2:**

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.
- c. Have the pupils put into their notebooks any language work that may be of help to the child or parent at home.

**MANNERS AND MORALS.**—The work of First Term is to be kept up.

Teach and have pupils practice *humility, modesty, thoughtfulness, generosity, patience and willingness to help others.*

Use these ideas and words in sentences.

**SENSE TRAINING.**—The work of First Term is to be kept up and extended.

Practice :

- a. The law of analogy in spelling words; as,  
Bat, cat, eat, fat, hat, mat, rat, sat, etc.
- b. Flash writing.

**LANGUAGE.**—**NOTE.**—The work is to be practiced along the lines laid down in First Term.

**Nouns.**—Keep up practice :

- a. On the nouns taught during First Term.
- b. On the predicate-noun form,—affirmative, negative and interrogative.

Teach the names :

- a. Of most common wild animals; of trees; of flowers.
- b. Of the parts of a quadruped; of a tree; of a flower.

Use them in sentences.

Give nature lessons on them.

Teach the use of the indirect object.

Teach the name, meaning and use:

- a.* Of *Subject*.
- b.* Of *Possessive*.
- c.* Of *Object*.

Use them in sentences.

Keep the class carefully on the singular and plural forms.  
See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Pronouns.**—Keep up practice on the pronouns taught during First Term.

Have drill work on the plurals:

Continue drill on directions, questions and answers.

Have practice in simple action work, using the pronouns.

Seek to cultivate in pupils familiarity with the proper use of the pronouns.

**Articles.**—Continue:

- a.* The work of the previous grade.
- b.* The work of First Term.

Teach that *the* refers to a noun already named by *an* or *a*: as,

I saw *a* dog and *a* cat.

*The* dog was large and black.

*The* cat was small and white.

Keep in pupils a habitual attention to the application of *an* or *a*.

Keep constantly before the class the difference in meaning and use of the articles: See pages 22 and 28.

**Adjectives.**—Keep up practice:

- a.* On the adjectives taught during First Term.
- b.* On the predicate-adjective form,—affirmative, negative and interrogative.
- c.* On the application of several qualities to one and the same object.

Teach:

- a. The common adjectives applicable to animals, trees and flowers.
- b. The adjectives used in the Primer and the Reader.
- c. The contrasting of the qualities taught; as,  
Sweet — sour. Well — sick.
- d. The application of the same quality to various objects; as,

Candy is sweet.  
Honey is sweet.  
Sugar is sweet.

Practice in combining statements; as,

Candy, honey and sugar are sweet.

**Verbs.—Keep up practice:**

- a. On the verbs taught during First Term.
- b. On the tenses taught.
- c. On the auxiliaries taught.
- d. On the infinitive as direct object.

Teach :

- a. The common verbs applicable to wild animals; to trees; to flowers.
- b. The verbs used in the Primer and the Reader.
- c. The present progressive tense,—affirmative, negative and interrogative.
- d. The future tense,—affirmative, negative and interrogative.
- e. The auxiliary *must*,—affirmative, negative and interrogative.
- f. The coupling of the auxiliaries with the verb *to have*,—affirmative, negative and interrogative; as,

You *may have* my book.

Keep the class carefully on the singular and plural forms.

See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Adverbs.—Keep up practice on the adverbs taught during First Term.**

Teach *never, always, sometimes, soon, fast, slowly, here, there*.

**Prepositions.—Keep up practice on the prepositions taught during First Term.**

Teach *at, for, from, without.*

**Conjunction.**—Keep up practice on *and* connecting two nouns and two verbs.

Teach connecting two adjectives and sentences.

**ARTICULATION.**—The work assigned under this head in the First Term is intended to cover the entire year.

**SPELLING.**—Keep up the work of First Term.

**WRITING.**—Keep up the work of First Term.

Finish the copy book.

Teach:

- a. Writing little happenings.
- b. Story-writing.

The teacher should write a short story on the blackboard and let one of the pupils read it to the class and have the rest copy it sentence by sentence.

The teacher should also dictate stories for the pupils to write sentence by sentence.

Seek to cultivate in pupils:

1. A sense of continuity of narration.
2. The power of imaging vividly what is told.

**READING.**—Fuller's Primer is to be finished.

Use every means to help pupils acquire the art of receiving thought from a glance at the printed page.

**NUMBER.**—Keep up the work of First Term.

Teach:

- a. Vertical addition.
- b. Subtraction without borrowing.

**NOTE.**—For suggestive material see the Natural Number Primer.

- c. Reading and writing numbers to 100.
- d. Halves objectively.

**DRAWING.**—The drawing book is to be finished.

**SUNDAY-SCHOOL WORK.**—Keep up the work of First Term.

Teach the Morning Prayer.

# Third Year.

Fourth Primary Grade.

## REQUISITES.

For the class:

1. Rulers.
2. Note books.
3. Writing tablets.
4. Lead pencils.
5. Practice paper.
6. Drawing paper.
7. Note paper and envelopes.
8. Postage stamps and postal cards.
9. Individual sponges.
10. Noiseless double slates with slate pencils.
11. From Far and Near. Graded Stories For Little Folks.—First Book.
12. The Life of Christ, by Margaret L. Stevenson.
13. The Picture World.
14. Copy books—The Whitehouse System of Practical Writing.—Grade II.
15. Drawing books.—Augsburg's Drawing Book, No. 2.

For the teacher's table:

1. Pictures.
2. Drill charts.
3. Black checking crayon.
4. Colored and plain crayons.
5. Lead pencils.
6. Note book.
7. Writing tablet.
8. Practice paper.
9. Pens and ink.
10. Account blank.
11. Requisition pad.
12. Monthly cards and reports.
13. Grade book.
14. The Picture World.
15. From Far and Near.—First Book.
16. The Life of Christ.
17. Pierce's Elements of Arithmetic.
18. Barton's Language Lessons in Arithmetic.

## FIRST TERM.

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**NOTE.—1:**

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the children interested and occupied.
- c. Arrange your busy-work program so that you may give individual work without interruption.

**NOTE.—2:**

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.
- c. Have the pupils put into their notebooks any language work that may be of help to the child or parent at home.

**MANNERS AND MORALS.**—The work of the previous grade is to be reviewed and strengthened.

Give particular attention:

1. To cleanliness of person and neatness of dress.
2. To correct positions and carriage of body.
3. To the practice of obedience, attention, industry, self-control, truthfulness, cheerfulness, kindness to one another, and the other virtues that should appear in the character and conduct of a child.

Teach and have pupils practice the habit:

- a. Of being respectful to elders and strangers.
- b. Of being considerate of the poor, the sick and the crippled.
- c. Of respecting the property of others.
- d. Of properly using their own property, and school furniture and books.
- e. Of attending to their own business.
- f. Of keeping home affairs sacred.

**SENSE TRAINING.**—The work of the previous grade is to be reviewed and strengthened.

Have daily exercises at regular periods in calisthenics and deep breathing.

Improve every opportunity to help train:

- a. The eye to quickness and accuracy.
- b. The mind to attend closely and image clearly.

Give exercises along the following lines:

Place a number of objects in a row. Pupils look at them one after another. Take them away, and have a pupil rearrange them in original order.

Place a number of objects on top of one another. Pupils observe and then close eyes. Change the positions of the objects. Call on a pupil to replace the objects in their original positions. The other pupils are to decide whether a correct replacement has been made.

Continue practice:

- a. In naming and describing objects in a picture.
- b. In describing objects, persons and simple actions.
- c. In the law of analogy in spelling words.
- d. In flash writing.

See that pupils practice the habit of attention to study. Give study periods as needed.

**LANGUAGE.—NOTE.—**1. Four lines of work are to be separately practiced:

- a. Copying.
- b. Reproduction.
- c. Dictation.
- d. Invention.

See page 14.

**NOTE.—**2. No original work unaided is to be permitted.

**NOTE.—**3. The work of the children is to be carefully watched. If any errors are made, erase them at once and put the child through the studying, copying and reproducing processes again.

Material for drill:

**Nouns.—**Review:

- a. The nouns taught during the previous grade.
- b. The predicate-noun form,—affirmative, negative and interrogative.
- c. The indirect object,—affirmative, negative and interrogative.

Teach the names:

- a. Of common birds; of fruits; of nuts; of the seasons and months.
- b. Of the parts of a bird; of an apple; of an orange; of a nut.

Use them in sentences.

Give nature lessons on them.

The teacher should have a calendar where all the pupils can see it and make them familiar with it.

Have pupils hold steadfastly in mind the meaning and use of *Subject*, of *Possessive* and of *Object*.

Use them in sentences.

Keep the class carefully on the singular and plural forms.

See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Pronouns.**—Review the pronouns taught during the previous grades.

Have exercises:

- a.* On the personal pronouns in the three cases.
- b.* On the interrogative pronouns.

Teach the introductory expletive *it*.

Practice in directions, questions and answers, using the pronouns and the verbs *ask*, *tell*, and *say*; as,

Teacher to John: *Ask Mary for her book.*

John to Mary: *I want your book.*

Mary's answer: *It is in the study room.*

John to teacher: *She says it is in the study room.*

Teacher to John: *Tell her to go and get it.*

Also:

*I asked Mary for her book. She said it was in the study room. I told her to go and get it.*

Cultivate in pupils familiarity with the proper use of the pronouns.

**Articles.**—Continue the work of the previous grades. See pages 22, 28 and 34.

Teach the use:

- a.* Of *an* or *a* as meaning *one out of several or many*; as,  
Place several books on the table and say to the class,  
“Come and take *a* book from the table.”
- b.* Of *the* as meaning the one in sight; as,  
Remove all the books except one and say, “Who wants *the* book?”

Keep in pupils a habitual attention to the application of *an* or *a*.

Keep constantly before the class the difference in meaning and use of the articles. See pages 22, 28, and 34.

**Adjectives.—Review:**

- a.* The adjectives taught during the previous grade.
- b.* The predicate-adjective form,—affirmative, negative and interrogative.
- c.* The application of several qualities to one and the same object. See page 29.
- d.* The application of the same quality to various objects. See page 35.
- e.* The contrasting of adjectives.

**Teach:**

- a.* The common adjectives applicable to birds, fruits and nuts.
- b.* The adjectives used in the Reader.

**Verbs.—Review:**

- a* The verbs taught during the previous grade.
- b.* The present tense,—affirmative, negative and interrogative.
- c.* The past tense,—affirmative, negative and interrogative.
- d.* The present progressive tense,—affirmative, negative and interrogative.
- e.* The future tense,—affirmative, negative and interrogative.
- f.* The auxiliaries *may*, *can* and *must*,—affirmative, negative and interrogative.
- g.* The infinitive as direct object.
- h.* The use of the auxiliaries with the verb *to have*,—affirmative, negative and interrogative.

**Teach:**

- a.* The common verbs applicable to birds, fruits and nuts.
- b.* The verbs used in the Reader.
- c.* The habit of contrasting verbs of opposite meaning; as,

Give — take.      Love — hate.

- d.* The infinitive as expressing purpose.
- e.* The name, meaning and use:

1. Of Transitive verb.
2. Of Intransitive verb.

Make systematic efforts to help pupils perceive the difference in meaning and use of transitive and intransitive verbs.

Keep the class carefully on the singular and plural forms. See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Adverbs.**—Review the adverbs of the previous grade.

Teach:

- a. *Late, early, well, really, much, little, enough.*
- b. *Why?* requiring the use of the infinitive of purpose; as,  
*Why did you go to the city?*  
*To buy some candy.*

**Prepositions.**—Review the prepositions taught during the previous grades.

Teach *into, out of, through.*

**Conjunctions.**—Review *and* as taught during the previous grades.

Teach *or* connecting words; as,

- John or Charles has the book.*  
*Are you well or ill?*  
*You may read or write.*

**ARTICULATION.**—Review the elements carefully. See that each child can differentiate the various sounds of all the vowels. Do not let a consonant be sounded where only position is required.

Insist on modulation and flow of language.

Approach the natural language as nearly as possible.

Eliminate all defects as soon as they appear.

Introduce diacritical marks.

Require the pupils in turn to make morning reports. All should join in discussing what has been reported.

Make constant use of your drill charts, reading charts, etc.

Continue the use of the calendar.

Drill on the initial words, such as *when, what, where, who, whom, whose, how many, how large, did, it, why, how far, how long, how old*, etc.

All lesson work throughout the course must be in speech and lip-reading.

Make use of *ask*, *tell* and *say*. Also of interrogative sentences, introducing *what*, *where*, *who*.

As pronouns are introduced, drill on them carefully so that the children may always recognize them from the lips.

Teach the names of the members of the class and of such people as they should know, and the names of places.

Continue the drill on greetings, partings, acknowledgments, asking and answering.

Continue discussions from pictures.

Review continually simple sentences and small conversation, such as pointed out in the Second Year.

Do not let the children forget what they have already learned. Drill is everything for speech and lip-reading.

**SPELLING.**—All the words in the grade vocabulary are to be carefully spelled.

Spell your requests, directions and orders.

Have pupils spell their requests, salutations, partings and acknowledgements.

Spell words and sentences and have pupils reproduce them.

Spell sentences and stories as a means of getting free conversation from pupils.

Require distinctness of spelling, especially with *k* and *p*.

**WRITING.**—Give careful attention:

1. To correct position at the blackboard and the desk.
2. To correct capitalization and the use of the period and the interrogation point.

First half of the copy book. Use lead pencil. Carry out instructions of copybook.

Have daily exercises:

- a. In the copying of sentences.
- b. In the writing of dictated sentences.
- c. In changing statements to questions, or *vice versa*.
- d. In filling blanks.

Practice:

- a. In letter-writing.
- b. In narrating happenings.
- c. In story writing.

Cultivate in pupils :

1. A sense of continuity of narration.
2. The power of imaging vividly what is told.

**READING.**—First half of From Far and Near.

Teach the meaning of new words and the use of the idiom before the pupils meet with them in the text.

Ask questions on each lesson and have the pupils make the answers.

Seek to cultivate the power of imaging clearly.

**NUMBER.**—Continue practice :

- a. Counting, both forward and backward.
- b. Comparison of numbers.
- c. The use of + and —.
- d. Addition and subtraction tables.
- e. Mental addition and subtraction.
- f. Halves of units and numbers.
- g. Practical problems in addition and subtraction. Selections are to be made from Pierce's Elements of Arithmetic and Barton's Language Lessons in Arithmetic.

Teach :

- a. Reading and writing numbers to 500.
- b. Roman notation to 10.
- c. Subtraction with borrowing.
- d. The use of *how much?*
- e. The use of *sum* and *difference*.
- f. The use of *inch* and *foot* objectively.

**DRAWING.**—First half of Augsburg's Drawing Book, No. 2.

See page 24 in regard to use of Augsburg's pencils.

A thirty-minute lesson is to be given twice a week.

**SUNDAY-SCHOOL WORK.**—Give practical talks on moral ideas.

First half of the Life of Christ.

Teach the Lord's Prayer.

Interest pupils in the Picture World by directing attention to the pictures and talking about the stories.

## SECOND TERM.

### NOTE.—1:

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the children interested and occupied.
- c. Arrange your busy-work program so that you may give individual work without interruption.

### NOTE.—2:

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.
- c. Have the pupils put into their note books any language work that may be of help to the child or parent at home.

**MANNERS AND MORALS.**—The work of First Term is to be kept up.

Teach and have pupils practice the duty:

1. Of keeping the body clean.
2. Of keeping the clothing neat and tidy.
3. Of observing the common courtesies of life.

**SENSE TRAINING.**—The work of First Term is to be kept up and strengthened.

**LANGUAGE.**—**NOTE.**—The work is to be practiced along the lines laid down in First Term.

**Nouns.**—Keep up practice:

- a. On the nouns taught during First Term.
- b. On the predicate-noun form—affirmative, negative and interrogative, and with the auxiliaries.
- c. On the indirect object.

Teach the names:

- a. Of fish; of insects; of reptiles.
- b. Of the parts of a fish; of an insect; of a reptile.

Use them in sentences.

Give nature lessons on them.

Have pupils hold steadfastly in mind the meaning and use of *Subject*; of *Possessive*, and of *Object*, and use them in sentences.

Keep the class carefully on the singular and plural forms.  
See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Pronouns.**—Keep up practice on the work of First Term.

**Articles.**—Keep up practice:

- a. On the work of the previous grades.
- b. On the work of First Term.

Keep in pupils a habitual attention to the application of *an* or *a*.

Keep constantly before the class the difference in meaning and use of the articles.

**Adjectives.**—Keep up practice:

- a. On the adjectives taught during First Term.
- b. On the predicate-adjective form,—affirmative, negative, interrogative, and with the auxiliaries.
- c. On contrasting of qualities.

Teach:

- a. The common adjectives applicable to fish; to insects; to reptiles.
- b. The adjectives used in the Reader.
- c. The comparative degree, using the termination *er*; as,

John is taller than Charles.

Charles is shorter than John.

**NOTE.**—Be sure that pupils understand that only two persons or things can be compared.

Lead pupils to be conscious of the difference between adjectives and adverbs.

**Verbs.**—Keep up practice:

- a. On the verbs taught during First Term.
- b. On the tenses taught.
- c. On the auxiliaries taught.
- d. On the infinitive as direct object and as expressing purpose.
- e. On contrasting verbs of opposite meaning.
- f. On coupling the auxiliaries with the verb *to have*.

Teach:

- a. The common verbs applicable to fish, insects and reptiles.

- b. The verbs used in the Reader.
- c. The present perfect tense,—affirmative, negative and interrogative.
- d. The coupling of the auxiliaries with the verb *to be*,—affirmative, negative and interrogative; as,

He *may* be ill.

Continue efforts to impress the difference in meaning and use of *transitive* and *intransitive* verbs.

Keep the class carefully on the singular and plural forms.

See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Adverbs.**—Keep up practice on the adverbs taught during First Term.

Teach:

- a. The common adverbs applicable to verbs used with the grade vocabulary.
- b. The adverbs used in the Reader.

Lead pupils to be conscious of the difference between adverbs and adjectives.

**Prepositions.**—Keep up the work of First Term.

Teach:

- a. The common prepositions applicable to the grade vocabulary.
- b. The prepositions used in the Reader.
- c. The use of the preposition *of* to denote possession.

Explain that in speaking of objects without life, it is better to use the word *of* to denote possession; as,

The roof *of* the house.

- d. The use of prepositions to express the adjective relation; as,

The girl *in* the blue dress dances well.

Who is that boy *with* the red hair?

**Conjunctions.**—Keep up the work of First Term.

Teach *but*; *that*.

**ARTICULATION.**—The suggestions under this head in the First Term are intended for the Second also.

**SPELLING.**—Keep up the work of First Term.

**WRITING.**—Keep up the work of First Term.

Finish the copy book.

**READING.**—The Reader is to be finished.

**NUMBERS.**—Keep up the work of First Term.

**DRAWING.**—The drawing book is to be finished.

**SUNDAY-SCHOOL WORK.**—Keep up the work of First Term.

The Life of Christ is to be finished.

Teach the Doxology.

# Fourth Year.

(Third Primary Grade.)

## REQUISITES.

For the class:

1. Rulers.
2. Note books.
3. Writing tablets.
4. Lead pencils.
5. Practice paper.
6. Drawing paper.
7. Note paper and envelopes.
8. Postage stamps and postal cards.
9. Individual sponges.
10. Noiseless double slates with slate pencils.
11. Stories of the United States for Youngest Readers.
12. Nature Stories for Youngest Readers—Animals Tame and Wild.
13. Bible Stories from the Old Testament Adapted for Children.
14. The Picture World.
15. Copy books.—The Whitehouse System of Practical Writing.—Grade III.
16. Drawing books.—Augsburg's Drawing Book, No. 3.

For the teacher's table:

1. Pictures.
2. Drill charts.
3. Black checking crayon.
4. Plain and colored crayons.
5. Lead pencils.
6. Note book.
7. Writing tablet.
8. Practice paper.
9. Pens and ink.
10. Account blank.
11. Requisition pad.
12. Monthly cards and reports.
13. Grade book.
14. Stories of the United States for Youngest Readers.

15. Nature Stories for Youngest Readers—Animals Tame and Wild.
  16. Bible Stories from the Old Testament Adapted for Children.
  17. The Picture World.
  18. Pierce's Elements of Arithmetic.
  19. Barton's Language Lessons in Arithmetic
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## FIRST TERM.

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**NOTE.—1:**

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the pupils interested and occupied.
- c. Arrange your busy-work program so that you may give individual work without interruption.

**NOTE.—2:**

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.
- c. Have the pupils put into their notebooks any language work that may be of help to them or their parents at home.

**MANNERS AND MORALS.**—The work of the previous grade is to be reviewed and strengthened.

Give particular attention:

1. To cleanliness of person and neatness of dress.
2. To correct positions and carriage of body.
3. To the practice of Obedience, Attention, Industry, Self-control, Truthfulness, Cheerfulness, Kindness to one another, and the other virtues that should appear in the character and conduct of a child.

Teach and have pupils practice the habit:

- a. Of keeping themselves occupied.
- b. Of being honest in their work and in all dealings with others.
- c. Of being sincere in thought, feeling and speech.
- d. Of being charitable in opinion and in criticism of others.
- e. Of being temperate in speech, diet and exercise.

- f. Of being honorable in conduct and in treatment of others.

**SENSE TRAINING.**—The work of the previous grade is to be reviewed and strengthened.

Have daily exercises at regular periods in calisthenics and deep breathing.

Use every means to help train pupils:

- a. To observe clearly.
- b. To remember accurately.
- c. To image vividly.

. Give exercises along the following lines:

Have pupils write from memory after examining a picture a few seconds.

Send a pupil out and have an action performed and written upon the board. Call in the absent one and have him give the details of the action from the writing.

Have pupils imagine and write stories from pictures.

Practice:

- a. Naming and describing objects in a picture.
- b. Describing objects, persons and simple actions.
- c. The law of analogy in spelling words.
- d. Flash writing.

See that pupils practice the habit of attention to study. Give study periods as needed.

**LANGUAGE.**—**NOTE.**—1. Four lines of work are to be separately practiced:

- a. Copying.
- b. Reproduction.
- c. Dictation.
- d. Invention.

See page 14.

**NOTE.**—2. No original work unaided is to be permitted.

**NOTE.**—3. The work of the children is to be carefully watched. If any errors are made, erase them at once and put the child through the studying, copying and reproducing processes again.

Material for drill:

**Nouns.**—Practice:

- a. The nouns taught during the previous grade.

- b. The predicate-noun form,—affirmative, negative and interrogative.
- c. The indirect object,—affirmative, negative and interrogative.

Teach the names:

- a. Of vegetables; of metals and minerals; of articles of furniture.
- b. Of the parts of a chair; of a table; of a bed.

Use them in sentences.

Give nature lessons on *vegetables*, *metals* and *minerals*.

The teacher should have a calendar where all the pupils can see it and make them familiar with it.

Have pupils hold steadfastly in mind the meaning and use of *Subject*, of *Possessive* and of *Object*.

Use them in sentences.

Keep the class carefully on the singular and plural forms.

See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Pronouns.—Practice:**

- a. The personal pronouns in the three cases.
- b. The interrogative pronouns.
- c. The introductory expletive *it*.

Practice in directions, questions and answers, using the pronouns and the verbs *ask*, *tell* and *say*.

Teach the compounding of a noun and a pronoun, using *and* and *or*; as,

Mary and I went to the city this morning.

Cultivate in pupils familiarity with the proper use of the pronouns.

**Articles.—**Continue the work of the previous grades. See pages 22, 28, 34 and 40.

Teach the use:

- a. Of *an* or *a* as meaning *unknown*, *some*; as,

I think *a* boy did this.

- b. Of *the* as meaning *known*, *spoken of*; as,

We all like *the* boy.

Keep in pupils a habitual attention to the application of *an* or *a*.

Keep constantly before the class the difference in meaning and use of the articles.

**Adjectives.—Practice:**

- a.* The adjectives taught during the previous grade.
- b.* The predicate-adjective form,—affirmative, negative and interrogative.
- c.* The comparative degree, using *er*.
- d.* The contrasting of adjectives.

**Teach :**

- a.* The common adjectives applicable to vegetables, metals, minerals and articles of furniture.
- b.* The adjectives used in the Readers.
- c.* The common adjectives that tell what we should be.
- d.* *Both, every, any, and another.*
- e.* The factitive-adjective form; as,

The candy made him *sick*.

He will paint his house *white*.

Lead pupils to be conscious of the difference between adjectives and adverbs.

**Verbs.—Practice:**

- a.* The verbs taught during the previous grade.
- b.* The present tense,—affirmative, negative and interrogative.
- c.* The past tense,—affirmative, negative and interrogative.
- d.* The present progressive tense,—affirmative, negative and interrogative.
- e.* The future tense,—affirmative, negative and interrogative.
- f.* The present perfect tense,—affirmative, negative and interrogative.
- g.* The auxiliaries *may, can* and *must*,—affirmative, negative and interrogative.
- h.* The infinitive as direct object and as expressing purpose.
- i.* The use of the auxiliaries with the verbs *to have* and *to be*,—affirmative, negative and interrogative.
- j.* The contrasting of verbs.
- k.* The name, meaning and use of transitive and intransitive verbs.

Teach :

- a. The common verbs applicable to vegetables, metals, minerals and articles of furniture.
- b. The verbs used in the Readers.
- c. The auxiliary *should*.
- d. The passive form of verbs ; as,

*The slate was broken by John.*

Also practice in changing to the active form ; as,

*John broke the slate.*

- e. The present perfect tense with phrases expressive of time ; as,

*John has not been sick once this year.*

*Edith has written two letters this morning.*

- f. The use of the present perfect tense with *ever, never, sometimes, often, always* ; as,

*Have you ever read this book?*

*I have never met your brother.*

- h. The past progressive tense.

- i. The transitive and intransitive forms of the infinitive ; as,

*I told John to take the apple.*

*Do you want me to stay with you?*

- j. The use of the participle as direct object ; as,

*Do you enjoy reading?*

Make systematic efforts to help pupils perceive the difference in meaning and use of transitive and intransitive verbs.

Keep the class carefully on the singular and plural forms.

See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Adverbs.—Practice:**

- a. The adverbs taught during the previous grade.
- b. The use of *Why?* requiring in answers the infinitive of purpose.
- c. The use of the interrogatives *where* and *when*.

Teach :

- a. The common adverbs applicable to the grade vocabulary.

- b. The adverbs used in the Readers.
- c. *Why?* requiring in answers the use of *because*.
- d. *How?*
- e. The use of the comparative degree, using *er*.
- f. The common adverbs that tell how we should act.
- g. The habit of making adverbs from adjectives; as,

Adjective      Adverb  
Rapid - ly

Use them in sentences; as,

He is a *rapid* writer.  
He writes *rapidly*.

- h. The use of the expletive *there*.

**Prepositions.—Practice:**

- a. The prepositions taught during the previous grades.
- b. The prepositions used in the Readers.
- c. The use of the preposition *of* to denote possession.
- d. The use of prepositions to express the adjective relation.

Teach:

- a. The prepositions applicable to the grade vocabulary.
- b. The use of *of* to denote partition; as,

Some *of* the boys are on the playground.

**Conjunctions.—Practice:**

The conjunctions taught during the previous grades.

Teach *because, if, when*.

**ARTICULATION.** — Review the elements. See that every pupil has the correct pronunciation for all vowel sounds. Do not let a consonant be sounded when position only is required.

Make use of diacritical marks.

Correct defects as they appear.

Aim to secure natural voice as near as possible.

Drill upon modulation and flow of language.

Drill on combinations and substitutes.

Make use of all lessons for speech and lip-reading.

Have children report on current events and discuss them.

Make use of reading charts, picture charts, element charts, etc., for speech and lip-reading.

Drill on greetings, partings, asking and answering.

Teach the names of classmates, friends and places which the children should know.

Continue drill on the calendar, seasons, etc.

Make continual use of *say*, *tell* and *ask* and the interrogatives *where*, *when*, *who*, *what* and *how*.

Drill on initial words; on all pronouns introduced or made use of.

Keep up common conversation in simple sentences.

As in all previous grades, everything depends upon the amount of drill the teacher requires of the pupils.

**SPELLING.**—All the words in the grade vocabulary are to be carefully spelled.

Spell your requests, directions and orders.

Have pupils spell their requests, salutations, partings and acknowledgements.

Spell words and sentences and have pupils reproduce them.

Spell sentences and stories as a means of getting free conversation from pupils.

Require distinctness of spelling, especially with *k* and *p*.

**WRITING.**—Give careful attention:

1. To correct position at the blackboard and the desk.
2. To correct capitalization and the use of the period and the interrogation point.

First half of the copy book. Use pen and ink. Carry out instructions of copybook.

Have daily exercises:

- a. In the copying of sentences.
- b. In the writing of dictated sentences.
- c. In changing statements to questions, or *vice versa*.
- d. In filling blanks.

Practice:

- a. Letter-writing.
- b. Story-writing.

Cultivate in pupils:

1. A sense of continuity of narration.
2. The power of imaging what is told.

Teach journal-writing.

Show pupils how to use the sequential arrangement of thought in describing natural events and everyday incidents.

**READING.**—First half of Stories of the United States for Youngest Readers, and of Nature Stories—Animals Tame and Wild.

The children should be prepared for the lessons by properly conducted conversation.

The meaning of the new words and the use of the idiom should be taught before the pupils meet with them in the text.

Questions should be asked on each lesson and the pupils should make the answers.

See that the children understand what they read.

Seek to cultivate the power of imaging clearly.

**GEOGRAPHY.**—Give lessons:

- a. On form, teaching the ideas and words—*body, round, long, flat; surface, plane, curved, circle, square; line, straight, curved, circumference, diameter, horizon.*  
Use a globe.
- b. On size, estimating length, breadth and height by the eye and with a ruler.
- c. On position of objects in the room.
- d. On direction, teaching the cardinal and semi-cardinal points.
- e. On bodies of land and water, using the moulding board.
- f. On climate, teaching the ideas and words—*weather, clouds, storms.*

**NUMBER.**—Practice:

- a. Counting, both forward and backward.
- b. Comparison of numbers.
- c. The use of + and —.
- d. Addition and subtraction tables.
- e. Mental addition and subtraction.
- f. Halves of units and numbers.
- g. The use of *inch* and *foot* objectively.
- h. Practical problems in addition and subtraction. Selections are to be made from Pierce's Elements of Arithmetic and Barton's Language Lessons in Arithmetic.

Teach:

- a. Reading and writing numbers to 10,000.

- b. Roman notation to 250.
- c. Multiplication and division.
- d. The use of  $\times$  and  $\div$ .
- e. The use of *yard* objectively.
- f. Thirds and fourths of units and numbers.

**DRAWING.**—First half of Augsburg's Drawing Book, No. 3.

See page 24 in regard to use of Augsburg's pencils. A thirty-minute lesson is to be given twice a week.

**SUNDAY-SCHOOL WORK.—**

Bible Stories to page 17 inclusive.

Have the pupils familiar with the Lord's Prayer and the Doxology.

Teach the Commandments.

Interest pupils in the Picture World and talk about the stories.

## SECOND TERM.

**NOTE.—1:**

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the pupils interested and occupied.
- c. Arrange your busy-work program so that you may give individual work without interruption.

**NOTE.—2:**

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.
- c. Have the pupils put into their note books any language work that may be of help to them or their parents at home.

**MANNERS AND MORALS.**—The work of First Term is to be kept up.

Teach and have pupils practice Politeness under all circumstances, Faithfulness to duty and to confidences reposed in them, Gratitude for favors and kindness received, Standing up

for friends, an Accommodating disposition, Calmness of spirit and deportment.

**SENSE TRAINING.**—The work of First Term is to be kept up and strengthened.

**LANGUAGE.**—**NOTE.**—The work is to be practiced along the lines laid down in First Term.

**Nouns.**—Practice :

- a. The nouns taught during First Term.
- b. The predicate-noun form—affirmative, negative and interrogative, and with the auxiliaries.
- c. The indirect object.

Teach the names :

- a. Of cereals ; of natural phenomena ; of articles of clothing.
- b. Of the parts of corn ; of wheat ; of a coat ; of a hat ; of a shoe.

Use them in sentences.

Give nature lessons on them.

Have pupils hold steadfastly in mind the meaning and use of *Subject*; of *Possessive*, and of *Object*, and use them in sentences.

Keep the class carefully on the singular and plural forms. See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Pronouns.**—Keep up practice on the work of First Term.

**Articles.**—Keep up practice :

- a. On the work of the previous grades.
- b. On the work of First Term.

Keep in pupils a habitual attention to the application of *an* or *a*.

Keep constantly before the class the difference in meaning and use of the articles.

**Adjectives.**—Practice :

- a. The adjectives taught during First Term.
- b. The predicate-adjective form,—affirmative, negative, interrogative, and with the auxiliaries.
- c. Contrasting of qualities.
- d. The comparative degree, using the termination *er*.

Teach :

- a. The common adjectives applicable to cereals; to natural phenomena; to articles of clothing.
- b. The adjectives used in the Readers.
- c. The use of the superlative degree, using the termination *est*.

Lead pupils to be conscious of the difference between adjectives and adverbs.

**Verbs.**—Practice :

- a. The verbs taught during First Term.
- b. The tenses taught.
- c. The auxiliaries taught.
- d. The infinitive as direct object and as expressing purpose.
- e. Contrasting of verbs.
- f. Coupling of the auxiliaries with the verbs *to have* and *to be*.
- g. The passive form of verbs.

Teach :

- a. The common verbs applicable to cereals, natural phenomena and articles of clothing.
- b. The verbs used in the Readers.
- c. The use of the present tense coupled with the past; as,  
*He thinks you took his book.*
- d. The use of the future tense with the present after conjunctions; as,  
*I shall tell him if I see him.*
- e. The use of participles with *by* and *for*; as,  
*I broke the crayon by dropping it on the floor.*

Continue efforts to impress the difference in meaning and use of *transitive* and *intransitive* verbs.

Keep the class carefully on the singular and plural forms.  
See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Adverbs.**—Keep up the work of First Term.

Teach :

- a. The common adverbs applicable to verbs used with the grade vocabulary.

- b. The adverbs used in the Readers.
- c. The adverbs that tell us how we should act.
- d. That *very* or *too* should not be used to modify a past participle without placing *much* between them; as,  
*Very much pleased*, (not, *very pleased*).  
*Too much excited*, (not, *too excited*).
- e. The superlative degree, using *est*.

Lead pupils to be conscious of the difference between adverbs and adjectives.

**Prepositions.**—Keep up the work of First Term.

Teach:

- a. The common prepositions applicable to the grade vocabulary.
- b. The prepositions used in the Readers.

**Conjunctions.**—Keep up work of First Term.

Teach *while*, *before* and *after*.

**ARTICULATION.**—The suggestions under this head in the First Term are intended for the Second also.

**SPELLING.**—Keep up the work of First Term.

**WRITING.**—Keep up the work of First Term.

Finish the copy book.

**READING.**—The Readers are to be finished.

**GEOGRAPHY.**—Keep up the work of First Term.

Teach:

- a. Plan drawing of classroom, schoolhouse, Institution and neighborhood.
- b. Map of Ohio—its boundaries, surface, climate, productions, cities, rivers and railroads.

**NUMBERS.**—Keep up the work of First Term.

Teach:

- a. Reading and writing numbers to 100,000.
- b. Roman notation to 1000.
- c. Fifths objectively.

**DRAWING.**—The drawing book is to be finished.

**SUNDAY-SCHOOL WORK.**—Keep up the work of First Term.

Bible Stories to page 35.

Teach the Beatitudes.

# Fifth Year.

(Second Primary Grade.)

## REQUISITES.

For the class:

1. Rulers.
2. Note books.
3. Writing tablets.
4. Lead pencils.
5. Practice paper.
6. Drawing paper.
7. Note paper and envelopes.
8. Postage stamps and postal cards.
9. Individual sponges.
10. Noiseless double slates with slate pencils.
11. Copy books.—The Whitehouse System of Practical Writing—Grade IV.
12. Drawing books.—Augsburg's Drawing Book No. 4.
13. Primary History of the United States, by Charles Morris.
14. The Eclectic Elementary Geography.
15. White's First Book of Arithmetic.
16. Elementary Science Readers.—Book I.
17. Bible Stories from the Old Testament Adapted for Children.
18. The Picture World.

For the teacher's Table.

1. Pictures.
2. Drill charts.
3. Black checking crayon.
4. Lead pencils.
5. Note book.
6. Writing tablet.
7. Practice paper.
8. Pens and ink.
9. Account blank.
10. Requisition pad.
11. Grade book.
12. Monthly cards and reports.

13. Primary History of the United States, by Charles Morris.
  14. The Eclectic Elementary Geography.
  15. White's First Book of Arithmetic.
  16. Elementary Science Readers.—Book I.
  17. Bible Stories from the Old Testament Adapted for Children.
  18. Barton's Language Lessons in Arithmetic.
  19. The Picture World.
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## FIRST TERM.

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### NOTE.—1:

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the children interested and occupied.
- c. Arrange your busy-work program so that you may give individual work without interruption.

### NOTE.—2:

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.
- c. Have the pupils put into their notebooks any language work that may be of help to them or their parents at home.

**MANNERS AND MORALS.**—The work of the previous grade is to be reviewed and strengthened.

Give particular attention:

1. To cleanliness of person and neatness of dress.
2. To correct position and carriage of body.
3. To the practice of Obedience, Attention, Industry, Self-control, Truthfulness, Cheerfulness, Kindness to one another, and the other virtues that should appear in the character and conduct of a child.

Teach and have the pupils practice the duty:

- a. Of keeping good company.
- b. Of reading good books.
- c. Of keeping regular hours.
- d. Of taking good care of themselves.

- e. Of possessing a good character and reputation.
- f. Of holding sacred the character and reputation of others:

**SENSE TRAINING.**—The work of the previous grade is to be reviewed and strengthened

Have daily exercises at regular periods in calisthenics and deep breathing.

Use every means to help train pupils:

- a. To observe clearly.
- b. To remember accurately.
- c. To image vividly.

Practice:

- a. Naming and describing objects in a picture.
- b. Describing objects and persons from life.
- c. Describing the details of an action.
- d. Writing imaginary stories suggested by pictures.
- e. Giving the details of an action from writing.
- f. The law of analogy in spelling words.
- g. Flash writing.

**LANGUAGE.**—**NOTE.**—1. Four lines of work are to be separately practiced:

- a. Copying.
- b. Reproduction.
- c. Dictation.
- d. Invention.

See page 14.      **Require original work.**

**NOTE.**—2. ~~No original work required is to be permitted.~~

**NOTE.**—3. The work of the children is to be carefully watched. If any errors are made, erase them at once and put the child through the studying, copying and reproducing processes again.

Material for drill:

**Nouns.**—Practice:

- a. The nouns taught during previous grade.
- b. The predicate-noun form,—affirmative, negative and interrogative.
- c. The indirect object,—affirmative, negative and interrogative.

Teach the names:

- a. Of common diseases; of common drugs; of bed clothes.
- b. Of the parts of the body; of a room; of a spoon; of a knife.

Use them in sentences.

Have pupils hold steadfastly in mind the meaning and use of *Subject*, of *Possessive* and of *Object*.

Use them in sentences.

Keep the class carefully on the singular and plural forms. See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Pronouns.—Practice:**

- a. The personal pronouns in the three cases.
- b. The interrogative pronouns.
- c. The introductory expletive *it*.
- d. Directions, questions and answers, using the pronouns and the verbs *ask*, *tell* and *say*.
- e. The compounding of a noun and a pronoun, using *and* and *or*.

Teach:

- a. The compounding of pronouns; as,  
*She* and *I* will go with you.  
 Do you want *her* or *me*?

- b. The use of reflexive pronouns; as,  
*He* hurt *himself*.

Cultivate in pupils familiarity with the proper use of the pronouns.

**Articles.—**Continue the work of the previous grades. See pages 22, 28, 34, 40 and 52.

Teach the proper repetition of the articles; as,

I bought a black and white tie (one tie).

She bought a black and a white hat (two hats).

The superintendent and principal (one officer) was busy.

The superintendent and the principal (two officers) were busy.

Keep in pupils a habitual attention to the application of *an* or *a*.

Keep constantly before the class the difference in meaning and use of the articles.

**Adjectives.—Practice:**

- a. The adjectives taught during the previous grade.
- b. The predicate-adjective form,—affirmative, negative and interrogative.
- c. The degrees, using *er* and *est*.
- d. The contrasting of adjectives.
- e. The factitive-adjective form.

**Teach:**

- a. The common adjectives applicable to common diseases, common drugs and bedclothes.
- b. The adjectives used in the Readers.
- c. The common adjectives that tell what we should be.
- d. Comparison, using *more* and *most*; *as—as*; *not so—as*; *as*,

John is *more industrious than Charles*.

He is the *most industrious boy in the class*.

Is Charles *as studious as John*?

He is *not so studious as John*.

- e. The use of *what* in exclamatory sentences.
- f. The compounding of adjectives, using *and*, *or* and *but*.

Lead pupils to be conscious of the difference between adjectives and adverbs.

**Verbs.—Practice:**

- a. The verbs taught during the previous grade.
- b. The present tense,—affirmative, negative and interrogative.
- c. The past tense,—affirmative, negative and interrogative.
- d. The present progressive tense,—affirmative, negative and interrogative.
- e. The future tense,—affirmative, negative and interrogative.
- f. The present perfect tense,—affirmative, negative and interrogative.
- g. The present perfect tense with phrases expressive of time,—affirmative, negative and interrogative.
- h. The past progressive tense,—affirmative, negative and interrogative.
- i. The auxiliaries *may*, *can*, *must* and *should*,—affirmative, negative and interrogative.
- j. The auxiliaries with the verbs *to have* and *to be*.
- k. The passive form,—affirmative, negative and interrogative.

- l.* Infinitive as direct object and as expressing purpose.
- m.* Participle as direct object.
- n.* The use of participles with *by* and *for*.
- o.* The coupling of tenses.
- p.* The contrasting of verbs.

Teach :

- a.* The common verbs applicable to common diseases, common drugs; bedclothes.

*b.* The verbs used in the Readers.

- c.* The infinitive used as a predicate noun ; as,

He wishes *to be a printer*.

His father expects him *to be a farmer*.

- d.* The infinitive used as a predicate adjective ; as,

He tries *to be good*.

His father asked him *to be good*.

- e.* The participle used as a descriptive adjective ; as,

This *amusing* book made him laugh.

Where did you find this *torn* book?

Make systematic efforts to help pupils know the difference in meaning and use of transitive and intransitive verbs.

Keep the class carefully on the singular and plural forms.  
See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Adverbs.**—Practice the adverbs telling :

*a. When.*

*b. Where.*

*c. How.*

Practice :

- a.* Comparison of adverbs, using *er, est, more, most, as — as, not so — as*.

- b.* Forming adverbs from adjectives.

Teach :

- a.* The common adverbs applicable to the grade vocabulary.

- b.* The adverbs used in the text books.

Lead pupils to be conscious of the difference between adverbs and adjectives

**Prepositions.**—Practice the uses to express:

- a. Possession.
- b. The adjective relation.
- c. Partition.

Teach:

- a. The prepositions applicable to the grade vocabulary.
- b. The prepositions used in the text books.
- c. The use denoting kind or contents; as,

A piece of cake; a glass of water.

**Conjunctions.**—Practice the conjunctions already taught.

Teach:

- a. The conjunctions used in the text books.
- b. *Since, as, though.*

**ARTICULATION.**—Review the elements. Drill on dia-critical marks.

All class work in oral schools to be done by speech and speech-reading.

Aim at as natural voice as possible, teaching modulation and emphasis.

Drill on combinations of elements.

Continue reports of current events, all watching the lips while the reporter speaks. The teacher should quiz the class carefully on the reports.

Continue the drill on *say, tell* and *ask*. Also on the interrogatives *where, when, who, what, how, how many, why, have, did.*

Keep on the wall slates difficult elements and combinations and refer to them when necessary.

See that the pupils can enunciate the various sounds of the vowels distinctly. Do not let them give the sounds of consonants when position only is required.

Drill on expressions of simple conversation such as pupils will always meet with when out of school.

Greetings, salutations, etc., should be made use of daily.

Much drill is absolutely necessary for lip-reading and constant care for good articulation. Both of these will depend upon the interest and energy the teacher puts into them.

**SPELLING.**—All the words in the grade vocabulary are to be carefully spelled.

Spell your requests, directions and orders.

Have pupils spell their requests, salutations, partings and acknowledgements.

Spell words and sentences and have pupils reproduce them.

Spell sentences and stories as a means of getting free conversation from pupils.

Require distinctness of spelling, especially with *k* and *p*.

**WRITING.**—Give careful attention:

1. To correct position at the blackboard and the desk.
2. To correct capitalization and the use of the period and the interrogation point.

First half of the copy book. Use pen and ink. Carry out instructions of copybook.

Have daily exercises:

- a. In the copying of sentences.
- b. In the writing of dictated sentences.
- c. In changing statements to questions, or *vice versa*.
- d. In filling blanks.

Practice:

- a. Letter-writing.
- b. Story-writing.

Cultivate in pupils:

1. A sense of continuity of narration.
  2. The power of imaging what is told.
- c. Journal-writing.

Have pupils use the sequential arrangement of thought in describing natural events and everyday incidents.

**READING.**—First half of Elementary Science Readers.—Book I.

The children should be prepared for the lessons by properly conducted conversation.

The meaning of the new words and the use of the idiom should be taught before the pupils meet with them in the text.

Questions should be asked on each lesson and the pupils should make the answers.

See that the children understand what they read.

Seek to cultivate the power of imaging clearly.

**GEOGRAPHY.**—To page 20.

**HISTORY.**—To page 60.

**ARITHMETIC.**—To page 48.

**DRAWING.**—First half of book No. 4.

**SUNDAY-SCHOOL WORK.**—Have pupils familiar:

- a. With the Lord's Prayer.
- b. With the Doxology.
- c. With the Commandments.
- d. With the Beatitudes.

Teach:

- a. Bible stories to page 53.
  - b. Psalm xxiii.
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## SECOND TERM.

**NOTE.—1:**

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the pupils interested and occupied.
- c. Arrange your busy-work program so that you may give individual work without interruption.

**NOTE.—2:**

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.
- c. Have the pupils put into their note books any language work that may be of help to them or their parents during vacation.

**MANNERS AND MORALS.**—The work of First Term is to be kept up.

Teach and have pupils practice Cheerfulness, Hopefulness, Courage of opinion and conduct, Good common sense, Close attention to business, Carefulness in the use of time and money.

Tell stories to illustrate the morals.

**SENSE TRAINING.**—The work of First Term is to be kept up and strengthened.

**LANGUAGE.—NOTE.**—The work is to be practiced along the lines laid down in First Term.

**Nouns.**—Keep up practice on the work of First Term.

Teach the names:

a. Of common dry goods; of common articles of jewelry; of divisions of time.

b. Of the parts of a clock; of a watch; of a shirt.

Use them in sentences.

Show pupils how to tell time.

Teach the use of factitive noun; as,

They made him *captain* of the team.

Have pupils hold steadfastly in mind the meaning and use of *Subject*; of *Possessive*, and of *Object*, and use them in sentences.

Keep the class carefully on the singular and plural forms. See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Pronouns.**—Keep up practice on the work of First Term.

Teach the use:

a. Of *each other* and *one another*.

b. Of emphatic pronouns; as,

She *herself* said so.

She made it *herself*.

**Articles.**—Keep up practice:

a. On the work of the previous grades.

b. On the work of First Term.

Keep in pupils a habitual attention to the application of *an* or *a*.

Keep constantly before the class the difference in meaning and use of the articles.

**Adjectives.**—Keep up the work of First Term.

Teach:

a. The common adjectives applicable to common dry goods; to common articles of jewelry; to divisions of time.

b. The adjectives used in the text books.

c. The use of comparatives and superlatives as modifiers of subjects and objects; as,

An *easier* lesson would please us.  
 I am glad you are trying to be a *better* boy.  
 Our *strongest* boys will play this afternoon.  
 We should read only the *best* books.

- d. The prefixing of *some*, *every*, *any* and *no* to *one*, *thing*,  
 and *body*; as,

*Someone; everything; anybody.*

Lead pupils to be conscious of the difference between adjectives and adverbs.

**Verbs.**—Keep up the work of First Term.

Teach:

- a. The common verbs applicable to common dry goods,  
 common articles of jewelry, and divisions of time.
- b. The verbs used in the text books.
- c. The progressive form of the present perfect tense; as,

*I have been reading this book.*

- d. The use of the infinitive after passive verbs; as,

*He was told by his teacher to study.*

Practice changing to the active form; as,

*His teacher told him to study.*

Continue efforts to impress the difference in meaning and use of *transitive* and *intransitive* verbs.

Keep the class carefully on the singular and plural forms.  
 See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Adverbs.**—Keep up the work of First Term.

Teach:

- a. The common adverbs applicable to verbs used with the grade vocabulary.
- b. The adverbs used in the text books.

**Prepositions.**—Keep up the work of First Term.

Teach:

- a. The prepositions applicable to the grade vocabulary.
- b. The prepositions used in the text books.

**Conjunctions.**—Keep up work of First Term.

**ARTICULATION.**—The notes under this head in the First Term are intended for the Second also.

**SPELLING.**—Keep up the work of First Term.

**WRITING.**—Keep up the work of First Term.  
Finish the copy book.

**READING.**—Finish the Reader.

**GEOGRAPHY.**—To page 43.

**HISTORY.**—To page 121.

**ARITHMETIC.**—To page 85.

**DRAWING.**—The drawing book is to be finished.

**SUNDAY-SCHOOL WORK.**—Keep up the work of First Term.

Bible Stories to be finished.

## Sixth Year.

(First Primary Grade.)

### REQUISITES.

For the class:

1. Rulers.
2. Note books.
3. Writing tablets.
4. Lead pencils.
5. Practice paper.
6. Note paper and envelopes.
7. Postage stamps and postal cards.
8. Individual sponges.
9. Noiseless double slates with slate pencils.
10. Copy books.—The Whitehouse System of Practical Writing—Grade V.
11. Drawing books.—Augsburg's Drawing Book No. 5.
12. Elementary Science Readers.—Book II.
13. Primary History of the United States, by Charles Morris.
14. The Eclectic Elementary Geography.
15. White's First Book of Arithmetic.
16. Webster's High School Dictionary.
17. The Primary Quarterly.
18. The Picture World.

For the teacher's table.

1. Pictures.
2. Drill charts.
3. Black checking crayon.
4. Lead pencils.
5. Note book.
6. Writing tablet.
7. Practice paper.
8. Pens and ink.
9. Account blank.
10. Requisition pad.
11. Grade book.
12. Monthly cards and reports.
13. The Eclectic Elementary Geography.

14. Primary History of the United States, by Charles Morris.
  15. White's First Book of Arithmetic.
  16. Elementary Science Readers.—Book I.I.
  17. Bible Stories from the Old Testament Adapted for Children.
  18. Barton's Language Lessons in Arithmetic.
  19. The Primary Quarterly.
  20. The Sunday School World.
  21. The Picture World.
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## FIRST TERM.

### NOTE.—1:

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the children interested and occupied.
- c. Arrange your busy-work program so that you may give individual work without interruption.

### NOTE.—2:

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.
- c. Have the pupils put into their notebooks any language work that may be of help to them or their parents during vacation.

**MANNERS AND MORALS.**—The work of the previous grade is to be reviewed and strengthened.

Give particular attention:

1. To cleanliness of person and neatness of dress.
2. To correct position and carriage of body.
3. To the practice of Obedience, Attention, Industry, Self-control, Truthfulness, Cheerfulness, Kindness to one another, and the other virtues that should appear in the character and conduct of a child.

Teach and have the pupils practice the duty:

- a. Of being entertaining in company.
- b. Of keeping themselves well posted on the news of the day.

- c. Of being chaste and helpful in conversation.
- d. Of being a good listener in conversation.
- e. Of avoiding to interrupt a conversation.
- f. Of avoiding witticisms at the expense of others and hurting the feelings of others.

Tell stories to illustrate the morals.

### **SENSE TRAINING.—**

Have daily exercises at regular periods in calisthenics and deep breathing.

Use every means to help train pupils:

- a. To observe clearly.
- b. To remember accurately.
- c. To image vividly.

Practice:

- a. Naming and describing objects in a picture.
- b. Describing objects and persons from life.
- c. Describing the details of an action.
- d. Writing imaginary stories suggested by pictures.
- e. Writing dialogues, using both direct and indirect quotations.
- f. Giving the details of an action from writing.
- g. The law of analogy in spelling words.
- h. Flash writing.

**LANGUAGE.—** NOTE.—1. Four lines of work are to be separately practiced:

- a. Copying.
- b. Reproduction.
- c. Dictation.
- d. Invention.

See page 14.      **Require original work.**

NOTE.—2. ~~No original work is to be permitted.~~

NOTE.—3. The work of the children is to be carefully watched. If any errors are made, erase them at once and put the child through the studying, copying and reproducing processes again.

Material for drill:

**Nouns.—** Practice the uses:

- a. Subject,—singular, plural and compound.
- b. Object,—singular, plural and compound.
- c. Object of preposition,—singular, plural and compound.

- d.* Indirect object.
- e.* Possessive,—singular, plural and compound.
- f.* Factitive noun.

Teach :

- a.* The various forms of the vocative ; as,

*John*, come here.

Give me your book, *John*.

You should remember, *John*, your good mother.

- b.* The adverbial object ; as,

He is *ten years* old.

He studied *two hours*.

- c.* The names :

1. Of games and sports ; of buildings ; of things in the street.

2. Of the parts of a house ; of a wagon ; of a wheel.

Use them in sentences.

Keep the class carefully on the singular and plural forms.

See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Pronouns.—Practice :**

- a.* The personal pronouns in the three cases.
- b.* The interrogative pronouns.
- c.* The introductory expletive *it*.
- d.* The compounding of pronouns.
- e.* The use of reflexive and emphatic pronouns.
- f.* *Each other* and *one another*.
- g.* The use of *what* in exclamatory sentences.
- h.* The various forms of direction and prohibition, using the pronouns and the verbs *ask*, *tell* and *say*.

Teach the relative pronoun *who* ; as,

The man *who* gave you an apple is my uncle.

Practice separating into two sentences ; as,

The man gave you an apple.

He is my uncle.

**Articles.—**Continue the work of the previous grades. See pages 22, 28, 34, 40, 52 and 65.

Teach the use :

- a.* Of *an* or *a* as meaning *each* or *every* ; as,

This perfumery is fifty cents *an* ounce.  
He writes home once *a* week.

*b.* Of *the* as meaning quantity; as,

He buys apples by *the* car load and sells them by *the* bushel.

Keep in pupils a habitual attention to the application of *an* or *a*.

Keep constantly before the class the difference in meaning and use of the articles.

#### **Adjectives.—Practice:**

- a.* The three forms,—the descriptive, the predicate and the factitive.
- b.* Comparison, using *er, est, more, most, as — as, not so — as.*
- c.* The use of comparitives and superlatives as modifiers of subjects and objects.
- d.* Contrasting.

#### Teach :

- a.* The common adjectives applicable to games and sports, buildings and things in the street.
- b.* The adjectives used in the text books.

Lead pupils to be conscious of the difference between adjectives and adverbs.

#### **Verbs.—Practice:**

- a.* The four forms of the predicate,—the active, the passive, the predicate noun, and the predicate adjective.
- b.* The tenses already taught,—the present, the past, the present progressive, the future, the present perfect, the past progressive, and the progressive form of the present perfect.
- c.* The auxiliaries.
- d.* The coupling of the tenses.
- e.* Contrasting.
- f.* The infinitive as object, as expressing purpose, as predicate noun, as predicate adjective and after passive verbs.
- g.* The participle as object, as a descriptive adjective and with *by* and *for*.

#### Teach :

- a.* The common verbs applicable to games and sports, buildings and things in the street.

- b. The use of both the active and passive forms; as,  
*He fell and was hurt.*

- c. The infinitive used as an adjective; as,  
*He has money to spend. (i.e., spending money.)*  
*We have no time to spare. (i.e., spare time.)*  
*I have no desire to go. (i.e., to go tells what kind of desire.)*

- d. The infinitive used as an adverb; as,  
*They came to see us. (Modifying verb.)*  
*He is anxious to go. (Modifying adjective.)*  
*He is old enough to go to school. (Modifying adverb.)*

Make systematic efforts to help pupils perceive the difference in meaning and use of transitive and intransitive verbs.

Keep constantly before the pupils the concord of the tenses.

Keep the class carefully on the singular and plural forms.  
 See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

#### Adverbs.—Practice:

- a. Comparison, using *er, est, more, most, as — as, not so — as.*
- b. Forming adverbs from adjectives.
- c. The adverbs telling *when, where, how, and in what degree.*

#### Teach:

- a. The common adverbs applicable to the grade vocabulary.
- b. The adverbs used in the text books.
- c. Modal adverbs.
- d. The use of *how* in exclamatory sentences.
- e. The introductory expletive *there.*

#### Prepositions.—Practice the uses to denote:

- a. Possession.
- b. The adjective relation.
- c. Partition.
- d. Kind or contents..

#### Teach:

- a. The prepositions applicable to the grade vocabulary.

- b. The prepositions used in the text books.
- c. The use to denote means or instrument; as,

He made it *with* a knife.

Tie the letters *with* a ribbon.

**Conjunctions.**—Practice the conjunctions taught during the previous grades.

Teach *either — or, neither — nor, not only — but.*

**ARTICULATION.**—Review the elements. Study dia-critical marking.

In oral schools all work is to be done in speech and speech-reading.

Simple conversation as learned in the preceding year should be continued here.

Reports of current events and little happenings about the Institution should be made in speech. Close attention should be given the reporter to aid in lip-reading. The various members of the class should be taught to ask questions that the reporter or teacher may answer.

Continue the drill on *ask, say, and tell* and the interrogatives *who, which, what, did, have, may, etc.*

The teacher should dictate stories and lessons to be written. The pupils, in turn, should reproduce them in speech and the other pupils, watching, should note any omissions or errors.

Lists of difficult combinations and elements should be kept on the wall slates in sight of the pupils.

Partings, greetings, salutations, etc., should be continued.

Results depend upon drill and care and these depend upon the enthusiasm, interest and energy of the teacher.

For variety of work, much will depend upon the teacher's ingenuity and originality. The selections should always be suited to the individual members of the class.

**SPELLING.**—All the words in the grade vocabulary are to be carefully spelled.

Spell your requests, directions and orders.

Have pupils spell their requests, salutations, partings and acknowledgments.

Spell words and sentences and have pupils reproduce them.

Spell sentences and stories as a means of getting free conversation from pupils.

Require distinctness of spelling, especially with *k* and *p*.

**WRITING.**—Give careful attention:

1. To correct position at the blackboard and the desk.
2. To correct capitalization and the use of the period and the interrogation point.

First half of the copy book. Use pen and ink. Carry out instructions of copy book.

Have daily exercises:

- a. In the copying of sentences.
- b. In the writing of dictated sentences.
- c. In changing statements to questions, or *vice versa*.
- d. In filling blanks.

Practice:

- a. Letter-writing.
- b. Story-writing.

Cultivate in pupils:

1. A sense of continuity of narration.
2. The power of imaging what is told.
- c. Journal writing.

Have pupils use the sequential arrangement of thought in describing natural events and everyday incidents.

**READING.**—First half of Elementary Science Readers.  
—Book II.

The pupils should be prepared for the lessons by properly conducted conversation.

The meaning of the new words and the use of the idiom should be taught before the pupils meet with them in the text.

Questions should be asked on each lesson and the pupils should make the answers.

See that the pupils understand what they read.

Seek to cultivate the power of imaging clearly.

**GEOGRAPHY.**—From page 43 to page 59.

**HISTORY.**—From page 121 to page 182.

**ARITHMETIC.**—From page 85 to page 116.

**DICTIONARY.**—Teach pupils how to use the dictionary.

**DRAWING.**—First half of book No. 5.

**SUNDAY-SCHOOL WORK.**—The Primary Quarterly is to be used.

Have pupils familiar:

- a. With the Lord's Prayer.
- b. With the Doxology.
- c. With the Commandments.
- d. With the Beatitudes.
- e. Psalm xxiii.

Teach "Nearer, my God, to Thee."

Interest pupils in the Picture World and talk about the stories.

## SECOND TERM.

**NOTE.—1:**

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the pupils interested and occupied.
- c. Arrange your busy-work program so that you may give individual work without interruption.

**NOTE.—2:**

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.
- c. Have the pupils put into their note books any language work that may be of help to them or their parents during vacation.

**MANNERS AND MORALS.**—The work of First Term is to be kept up.

Teach and have pupils practice the habit:

- a. Of giving a civil answer to a civil question.
- b. Of avoiding a spirit of boastfulness.
- c. Of avoiding to depreciate others.
- d. Of avoiding to monopolize a conversation and to talk too much about their own affairs.
- e. Of avoiding being curious to know about the private affairs of others.

*f.* Of apologizing for any breach of good manners.  
Tell stories to illustrate the morals.

**SENSE TRAINING.**—The work of First Term is to be kept up and strengthened.

**LANGUAGE.**—The work is to be practiced along the lines laid down in First Term.

**Nouns.**—Keep up the work of First Term.

Teach the names:

- a.* Of common groceries; of common articles of crockery;  
of common articles of cutlery.
- b.* Of the parts of a pitcher; of a knife; of a fork.

Use them in sentences.

Teach the appositive use; as,

Mr. Schwartz, *the florist*, gave me this rose.  
Do you know Mr. Ainsworth, *the storekeeper*?

Practice separating into single sentences; as,

Mr. Schwartz gave me this rose.  
He is the florist.

Have pupils hold steadfastly in mind the meaning and use of *Subject*; of *Possessive*, and of *Object*.

Keep the class carefully on the singular and plural forms.  
See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Pronouns.**—Keep up the work of First Term.

Teach:

- a.* The use of the relative *whose*.

Practice separating into single sentences.

- b.* The use of possessive pronouns as subjects, objects  
and in the predicate; as,

*His* is lost.  
I sold *mine*.  
Is this *yours*?

**Articles.**—Keep up:

- a.* The work of the previous grades.
- b.* The work of First Term.

Keep in pupils a habitual attention to the application of *an* or *a*.

Keep constantly before the class the difference in meaning and use of the articles.

**Adjectives.**—Keep up the work of First Term.

Teach:

- a. The common adjectives applicable to groceries; to articles of crockery; to articles of cutlery.
- b. The adjectives used in the text books.
- c. Adjectives used as nouns; as,

*The rich* are not always happy.  
We must help *the poor*.

Lead pupils to be conscious of the difference between adjectives and adverbs.

**Verbs.**—Keep up the work of First Term.

Teach:

- a. The common verbs applicable to groceries, articles of crockery, and articles of cutlery.
- b. The verbs used in the text books.
- c. The emphatic form.

You *do* write well.  
I *did* give it to him.

- d. The infinitive passive; as,

We all desire *to be loved*.

- e. The use of participles as objects of prepositions; as,

Are you afraid *of catching* cold?  
We kept him *from knowing* about it.  
He is skillful *in painting*.

- f. The use of participles as adverbs; as,

The boy came *running*.

**Adverbs.**—Keep up the work of First Term.

Teach:

- a. The common adverbs applicable to verbs used with the grade vocabulary.
- b. The adverbs used in the text books.
- c. Modal adverbs; as,
  1. Affirmative; as, Surely, certainly, indeed.
  2. Potential; as, Perhaps, possibly, probably.
  3. Causal; as, Hence, therefore, accordingly.

**Prepositions.**—Keep up the work of First Term.

Teach :

- a. The prepositions applicable to the grade vocabulary.
- b. The prepositions used in the text books.
- c. The use of prepositions with interrogatives ; as,

In which room is he?

For whom is he working?

With whom did you go to the city?

**Conjunctions.**—Keep up work of First Term.

Teach the use of the following short sayings :

As light as a feather.	As busy as a bee.
As clear as crystal.	As sly as a fox.
As heavy as lead.	As sharp as a tack.
As hard as flint.	As good as gold.
As smooth as glass.	As lively as a cricket.
As strong as an ox.	As blind as a bat.
As white as snow.	As cold as ice.
As black as jet.	As sweet as honey.
As blue as the sky.	As sour as vinegar.
As green as the grass.	As bright as the sun.

Teach that *as* is used in the affirmative clause and *so* in the negative clause of a comparison ; as,

She is *as* good *as* her sister, but not *so* pretty.

**ARTICULATION.**—The notes under this head in the First Term are intended for the Second also.

**SPELLING.**—Keep up the work of First Term.

**WRITING.**—Keep up the work of First Term.

Finish the copy book.

**READING.**—Finish the Reader.

**GEOGRAPHY.**—To be finished.

**HISTORY.**—To be finished.

**ARITHMETIC.**—Denominate numbers.

**DICTIONARY.**—Teach pupils how to use the dictionary.

**DRAWING.**—The drawing book is to be finished.

**SUNDAY-SCHOOL WORK.**—Keep up the work of First Term.

# Seventh Year.

(D Intermediate Grade.)

## REQUISITES.

For the class:

1. Rulers
2. Note books.
3. Writing tablets.
4. Lead pencils.
5. Practice paper.
6. Note paper and envelopes.
7. Postage stamps and postal cards.
8. Individual sponges.
9. Noiseless double slates with slate pencils.
10. Elementary Science Readers.—Book III.
11. Montgomery's Beginner's American History.
12. The Eclectic Complete Geography.
13. White's New Complete Arithmetic.
14. Practical Lessons in the use of English, by Mary F. Hyde.—Second Book.
15. Webster's High School Dictionary.
16. The Primary Quarterly.
17. The Picture World.

For the teacher's table.

1. Pictures.
2. Drill charts.
3. Black checking crayon.
4. Lead pencils.
5. Note book.
6. Writing tablet.
7. Practice paper.
8. Pens and ink.
9. Account blank.
10. Requisition pad.
11. Grade book.
12. Monthly cards and reports.
13. The Eclectic Complete Geography.
14. Montgomery's Beginner's American History.
15. White's New Complete Arithmetic.

16. Elementary Science Readers.—Book III.
  17. Hyde's Practical Lessons in English.—Second Book.
  18. Gow's Good Morals and Gentle Manners.
  19. The Primary Quarterly.
  20. The Sunday School World.
  21. The Picture World.
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## FIRST TERM.

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### NOTE.—1:

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the children interested and occupied.
- c. Arrange your busy-work program so that you may give individual work without interruption.

### NOTE.—2:

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.
- c. Have the pupils put into their notebooks any language work that may be of help to them or their parents during vacation.

**MANNERS AND MORALS.**—The work of the previous grade is to be reviewed and strengthened.

Give particular attention:

1. To cleanliness of person and neatness of dress.
2. To correct position and carriage of body.
3. To the practice of Obedience, Attention, Industry, Self-control, Truthfulness, Cheerfulness, Kindness to one another, and the other virtues that should appear in the character and conduct of a child.

Teach and have the pupils practice the habit:

- a. Of keeping to the right in passing others.
- b. Of avoiding to jostle others.
- c. Of speaking pleasantly in meeting friends and acquaintances.
- d. Of avoiding to stare at strangers.
- e. Of avoiding to notice eccentricities in dress and behavior of others.

- f. Of avoiding to point to others, and to make remarks about others.

Use the first six chapters of "Good Morals and Gentle Manners."

Tell stories to illustrate the leading points.

#### SENSE TRAINING.—

Use every means to help train pupils:

- a. To observe clearly.
- b. To remember accurately.
- c. To image vividly.

Practice:

- a. Naming and describing objects in a picture.
- b. Describing objects and persons from life.
- c. Describing the details of an action.
- d. Writing imaginary stories suggested by pictures.
- e. Writing dialogues, using both direct and indirect quotations.
- f. Giving the details of an action from writing.
- g. The law of analogy in spelling words.
- h. Flash writing.

**LANGUAGE.—**NOTE.—1. Four lines of work are to be separately practiced:

- a. Copying.
- b. Reproduction.
- c. Dictation.
- d. Invention.

See page 14.      **Require original work.**

NOTE.—2. ~~No original work unaided is to be permitted.~~

NOTE.—3. The work of the pupils is to be carefully watched. If any errors are made, erase them at once and put the pupil through the studying, copying and reproducing processes again.

Material for drill:

**Nouns.—**Practice the uses of nouns:

- a. Subject,—singular, plural and compound.
- b. Object,—singular, plural and compound.
- c. Object of a preposition,—singular, plural and compound.
- d. Possessive,—singular, plural and compound.
- e. Vocative.

- f. Indirect object.
- g. Factitive noun.
- h. Adverbial object.
- i. Apposition,—subject and object.

Teach the common words and phrases used:

- a. In a clothing store.
- b. In a hat store.
- c. In a shoe store.

Use them in sentences.

Keep the class carefully on the singular and plural forms.

See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Pronouns.**—Practice the uses of pronouns, both personal and interrogative:

- a. Subject,—singular, plural and compound.
- b. Object,—singular, plural and compound.
- c. Object of a preposition.
- d. Possessive,—singular, plural and compound.

Practice:

- a. The compounding of pronouns, using *and* and *or*.
- b. The compounding of a noun and a pronoun, using *and* and *or*.
- c. The various forms of direction or prohibition, using pronouns.
- d. *What* in exclamatory sentences.
- e. Reflexive pronouns.
- f. Emphatic pronouns.
- g. The relative pronouns *who* and *whose*.

Teach the use of the relative *whom*.

Practice separating into single sentences, and also changing them to appositives.

Teach that *that* is preferred to either *who* or *which* in the following constructions:

- a. After adjectives in the superlative degree; as,

This is the *ugliest* dog *that* I ever saw.

He is the *best* man *that* ever lived.

- b. After *all*, *same* and *very*; as,

This is *all* *that* I know about it.

Is he the *same* man *that* you saw?

This is the *very* book that I wanted.

- c. When the antecedent names both persons and things; as,

Do you know whether it was the *man* or the *horse* that was hurt?

Change relative clauses to adjective words, and *vice versa*; as,

A man *who is wise* would not do it.

A *wise* man would not do it.

Omit relatives; as,

I want you to read the book [which] I have just finished.  
Is this the pencil [that] you lost?

Cultivate in pupils familiarity with the proper use of the pronouns.

**Articles.**—Review the uses of the articles already taught:

1. a. *An* or *a* meaning *one*.  
b. *The* meaning *the only one*.
2. a. *An* or *a* meaning *any*, not *a particular one*.  
b. *The* meaning *a particular one*.
3. *The* referring to a noun already named by *an* or *a*.
4. a. *An* or *a* meaning *one out of several or many*.  
b. *The* meaning *the one in sight*.
5. a. *An* or *a* meaning *unknown, some*.  
b. *The* meaning *known, spoken of*.
6. The proper repetition of the articles.
7. a. *An* or *a* meaning *each or every*.  
b. *The* meaning *quantity*.

Teach :

- a. That a common noun, when taken in its widest sense, usually admits no article; as,

It is not good for *man* to be alone.  
(That is, for *all mankind*.)

- b. That nouns without any article are often used in a sense *indefinitely partitive*; as,

He drinks *coffee* only at breakfast.  
(That is, *some coffee*.)

- c. That words in which nothing but the *mere being* of anything is implied, are used without articles; as,

This is not *gold* but *brass*.

**Adjectives.—Practice:**

- a. The three forms,—the qualifying, the predicate and the factitive.
- b. Comparison, using *er*, *est*, *more*, *most*, *as — as*, *not so — as*.
- c. The use of comparatives and superlatives as modifiers of subjects and objects.
- d. Contrasting.

**Teach :**

- a. The common adjectives applicable to the grade vocabulary.
- b. The adjectives used in the text books.
- c. The use of the demonstratives and indefinites as nouns; as,

*Many* say that he is innocent.

I like *that*.

- d. The use of adjectives as complements of participles; as,

The boy *being sick*, I sent him to the hospital.

Change to clauses; as,

As the boy *was sick*, I sent him to the hospital.

- e. The use of adjectives as appositives; as,

He went to bed, tired and sleepy.

Change to clauses; as,

He went to bed, as he was tired and sleepy.

Lead pupils to be conscious of the difference between adjectives and adverbs.

**Verbs.—Review the forms of the predicate already taught:**

**I. VERB TRANSITIVE.**

*I saw him.*  
Passive form :  
*He was seen by me.*

**II. VERB WITH—****1. Noun.**

a. Object :  
*I read a book.*  
Passive form :  
*A book was read by me.*

b. Factitive :  
*They call him John.*  
Passive form :  
*He is called John by them.*

**2. Pronoun.**

*I believed it.*  
Passive form :  
*It was believed by me.*

**3. Adjective. (Factitive.)**

*The walk made him tired.*  
Passive form :  
*He was made tired by the walk*

**4. Adverb.**

*Keep up your courage.*  
Passive form :  
*Your courage should be kept up.*

**5. Preposition.**

*He broke in the door.*  
Passive form :  
*The door was broken in by him.*

**6. Infinitive.**

*Do you wish to read?*

**7. Participle.**

*He enjoys reading.*  
Passive form :  
*Reading is enjoyed by him.*

**8. Clause.**

*He believes that he can do it.*  
Passive form :  
*It is believed by him that he can do it.*

**III. VERB MODIFIER :****1. Adverb.**

*He always tells the truth.*  
Passive form :  
*The truth is always told by him.*

**I. VERB ~~TRANSITIVE~~ <sup>ACT</sup>.**

*Did you walk ?*  
No passive form.

**II. VERB WITH—****1. Noun.**

*He is a teacher.*  
No passive form

**2. Pronoun.**

*Who is your friend ?*  
*It is he.*  
No passive form.

**3. Adjective. (Predic'te.)**

*He is good.*  
No passive form.

**4. Adverb.**

*He was here.*  
No passive form.

**5. Preposition.**

*He is in good health.*  
No passive form.

**6. Infinitive.**

*His wish is to go.*  
No passive form.

**7. Participle.**

*His enjoyment is reading.*  
No passive form.

**8. Clause.**

*The fact is that he did it.*  
No passive form.

**III. VERB MODIFIER :****1. Adverb.**

*Old people walk slowly.*  
No passive form.

## 2. Adverbial phrase.

*He buys a book now and then.*

Passive form:

*A book is bought now and then by him.*

## 3. Prepositional phrase.

*I read the book with interest.*

Passive form:

*The book was read with interest by me.*

## 4. Indirect object.

*A friend sent me the book.*

Passive form:

*The book was sent me by a friend.*

## 5. Infinitive.

*He bought it to please her.*

Passive form:

*It was bought by him to please her.*

## 6. Participle.

*He wrote it lying on his back.*

Passive form:

*It was written by him while lying on his back.*

## 7. Adverbial clause.

*I shall do it when I have finished this.*

## Practice :

- a. The four forms of the predicate,—the active, the passive, the predicate noun, and the predicate adjective.
- b. The tenses already taught,—the present, the past, the present progressive, the future, the present perfect, the past progressive, and the progressive form of the present perfect.
- c. The auxiliaries.
- d. The coupling of the tenses.
- e. Contrasting.
- f. The infinitive as object, as expressing purpose, as predicate noun, as predicate adjective and after passive verbs.
- g. The participle as object, as a descriptive adjective and as object of a preposition.

## Teach :

- a. The common verbs applicable to grade vocabulary.
- b. The verbs used in the text books.

- c. The use of *say*, *think*, *know* and *report* in the passive; as,

He is said to be rich.

He is known to be a good teacher.

Change to clauses; as,

It is said that he is rich.

It is known that he is a good teacher.

- d. The perfect infinitive; as,

I believe him to have been studious.

He is believed to have broken it.

- e. The present participle; as,

Falling, he hurt his head.

Mary, blushing, answered yes.

He walked, flourishing a cane.

Change to clauses; as,

He hurt his head when he fell.

Mary blushed and answered yes.

As he walked, he flourished a cane.

Continue efforts to impress the difference in meaning and use of *transitive* and *intransitive* verbs.

Keep constantly before the pupils the concord of the tenses.

Keep the class carefully on the singular and plural forms. See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

#### **Adverbs.—Practice:**

- a. Comparison, using *er*, *est*, *more*, *most*, *as — as*, *not so — as*.
- b. The adverbs telling *when*, *where*, *how*, and *in what degree*.
- c. The use of *how* in exclamatory sentences.
- d. The use of the introductory expletive *there*.
- e. Modal adverbs.
- f. Forming adverbs from adjectives.

#### **Teach :**

- a. The common adverbs applicable to the grade vocabulary.
- b. The adverbs used in the text books.

Lead pupils to be conscious of the difference between adverbs and adjectives.

**Prepositions.**—Practice the uses of prepositions to denote:

- a. Possession.
- b. The adjective relation.
- c. Partition.
- d. Kind or contents.
- e. Means or instrument.

Teach:

- a. The prepositions applicable to the grade vocabulary.
- b. The prepositions used in the text books.
- c. Prepositions to denote time; as,

*On Monday; at sunrise; in the morning; by two o'clock.*

- d. Phrases: In spite of; because of; on account of; for the sake of; according to.

**Conjunctions.**—Practice the conjunctions taught during the previous grades.

Teach *both — and, whether — or, as well — as, not — nor.*

Teach the use of the following idioms:

Get **L**, get **T**, get **L T**, get along, get back, get up, get down, get in, get out, get done, get a living, take cold, take back, *take — seat, take — away from, take a L, take pains, take one's part, take part in, take side with, take advice, take time to, take it kindly, take kindly to, take notice of, take interest in, take pleasure in, take offense at, take a newspaper, take a notion to.*

Teach the meaning and application of the following proverbs:

- Bad news travel fast.  
All is not gold that glitters.  
A stitch in time saves nine.  
Better do well than say well.  
Beggars must not be choosers.  
Birds of a feather flock together.  
A rolling stone gathers no moss.  
Actions speak louder than words.  
Better alone than in bad company.  
A friend in need is a friend indeed.  
Be slow to promise, quick to perform.  
Cut your coat according to your cloth.

Conscience doth make cowards of us all.  
Constant occupation prevents temptation.  
Creditors have better memories than debtors.  
A place for everything and everything in its place.

**ARTICULATION.**—If the work of speech and lip-reading has been well done in the preceding years, there should be no trouble in conducting all class work in speech and lip-reading. It will be necessary, however, to continue daily and hourly drill in the elements and diacritical marking, combinations of elements and pronunciation of the more difficult words in the lessons.

All conversation between teacher and pupil should be in speech. Pupils should be encouraged to carry on all conversation between each other, in school or out, in speech and lip-reading. Pupils are now old enough to be easily interested in these matters, and it is the duty of the teacher to cultivate a wholesome sentiment among the children for speech and lip-reading.

Reports of current events of all kinds should be required that this sentiment may be made as strong as possible.

The teachers are directed to look carefully over all the notes under the heading "Articulation" in the preceding years.

The greatest care should be taken that the children may learn to enunciate the various sounds of the vowels distinctly and that they know when a consonant should be sounded and when only the position should be taken for it.

Modulation, emphasis and the flow of language should be taught continually.

As in all preceding grades, much drill and great care are necessary to good results, and these depend upon the interest, enthusiasm and energy of the teacher.

The teacher's ingenuity and originality will be prominent features in obtaining results in speech and lip-reading.

**SPELLING.**—All the words in the grade vocabulary are to be carefully spelled.

Spell your requests, directions and orders.

Have pupils spell their requests, salutations, partings and acknowledgements.

Spell words and sentences and have pupils reproduce them.

Spell sentences and stories as a means of getting free conversation from pupils.

Require distinctness of spelling, especially with *k* and *p*.

**WRITING.**—Give careful attention:

1. To correct position at the blackboard and the desk.
2. To correct capitalization and the use of the period and the interrogation point.

Have daily exercises:

- a. In the copying of sentences.
- b. In the writing of dictated sentences.
- c. In changing statements to questions, or *vice versa*.
- d. In filling blanks.

Practice:

- a. Letter-writing.
- b. Story-writing.

Cultivate in pupils:

1. A sense of continuity of narration.
  2. The power of imaging what is told.
- c. Journal-writing.

Have pupils use the sequential arrangement of thought in describing natural events and everyday incidents.

Teach pupils how to make morning reports on current events.

**READING.**—First half of Elementary Science Readers.

—Book III.

The pupils should be prepared for the lessons by properly conducted conversation.

The meaning of the new words and the use of the idiom should be taught before the pupils meet with them in the text.

Questions should be asked on each lesson and the pupils should make the answers.

See that the pupils understand what they read.

Seek to cultivate the power of imaging clearly.

**GEOGRAPHY.**—To page 26 inclusive.

**HISTORY.**—To page 65 inclusive.

**LESSONS IN ENGLISH.**—Hyde's Second Book to page 55 inclusive.

**ARITHMETIC.**—To page 46 inclusive.

**DICTIONARY.**—Have pupils use the dictionary intelligently.

**SUNDAY-SCHOOL WORK.**—The Primary Quarterly is to be used.

Have pupils familiar:

- a. With the Lord's Prayer.
- b. With the Doxology.
- c. With the Commandments.
- d. With the Beatitudes.
- e. With Psalm xxiii.
- f. With "Nearer, my God, to Thee."

Teach "America."

Interest pupils in the Picture World and talk about the stories.

## SECOND TERM.

**NOTE.—1:**

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the pupils interested and occupied.
- c. Arrange your busy-work program so that you may give individual work without interruption.

**NOTE.—2:**

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.
- c. Have the pupils put into their note books any language work that may be of help to them or their parents during vacation.

**MANNERS AND MORALS.**—The work of First Term is to be kept up.

Teach and have pupils practice the habit:

- a. Of showing sympathy for others in trouble or misfortune.

- b. Of rejoicing with others in their good fortune and success.
- c. Of appreciating the good things of life and the good qualities of others.
- d. Of taking things as they find them.
- e. Of looking upon the bright side of things.
- f. Of keeping cool when everything goes wrong.

Use "Good Morals and Gentle Manners" from chapter VII to page 53 inclusive.

Tell stories to illustrate the leading points.

**SENSE TRAINING.**—The work of First Term is to be kept up and strengthened.

**LANGUAGE.**—The work is to be practiced along the lines laid down in First Term.

**Nouns.**—Keep up the work of First Term.

Teach the common words and phrases used:

- a. In a confectionery store.
- b. In a restaurant.
- c. In a postoffice.

Use them in sentences.

Teach and practice the use:

- a. Of collective nouns.
- b. Of abstract nouns.
- c. Of nouns as adjectives.

**Pronouns.**—Keep up the work of First Term.

Teach:

- a. That in using two or more pronouns, the pronoun of the first person should come last, but the pronoun of the second person first; as,

*He, she and I saw it.  
You, he and she can go.*

- b. The use of *what* and *which* as adjectives; as,

*What news have you?  
Which book will you have?*

Omit nouns; as,

*What do you know?  
Which will you have?*

- c. The use of *who*, *what* and *which* in indirect questions; as,

Can you tell *who* will be our next president?  
I asked *what* you wanted.  
I do not know *which* is the best.

- d. The use of *it* with a noun in the predicate; as,  
*It is a sin* to be idle.

Change to an adjective in the predicate; as,  
*It is sinful* to be idle.

**Articles.**—Keep up the work of First Term.

**Adjectives.**—Keep up the work of First Term.

Teach:

- a. The common adjectives applicable to the grade vocabulary.

b. The adjectives used in the text books.

- c. Compound adjectives; as,

*He is light-hearted.*

- d. Proper adjectives; as,

*We love the American flag.*

- e. Superlatives with *of*, *in* and *ever*; as,

*He is the brightest of the three.*

*He is the best man in the city.*

*It is the most interesting book I ever read.*

- f. The suffixes *ful* and *less*; as,

*Watchful.*      *Friendless.*

See that the pupils understand that *ful* means "full of," and *less* "without."

**Verbs.**—Keep up the work of First Term.

Teach:

- a. The common verbs applicable to the grade vocabulary.

b. The verbs used in the text books.

- c. *Do* as a substitute verb; as,

*He works where I do.*

*She sews better than I do.*

- d. *Should* and *would*.

Explain that the difference between *should* and *would* is, in general, the same as that between *shall* and

*will*; but in expressing a condition *should* may be used with all the persons. *Should* is sometimes used in the sense of *ought*, to express duty or obligation, and *would* in the sense of *was determined* or *was in the habit of* to express purpose or custom; as,

You *should* obey your parents.

You *should* be kind to one another.

He *would* play in spite of the heat.

He *would* study on Saturday.

*e.* The infinitive as subject; as,

To see the sun is pleasant.

Practice inversion; as,

It is pleasant to see the sun.

*f.* The infinitive after *as* and *enough*; as,

Be so good *as to tell* me.

Be kind *enough to excuse* me.

*g.* Participles with the prepositions *on*, *upon* and *in* to express time; as,

On entering the station, I saw the soldiers.

Upon reaching New York, he went to the Waldorf Astoria.

In wiping the pitcher, she broke the handle.

Change to clauses; as,

When I entered the station, I saw the soldiers.

While she was wiping the pitcher, she broke the handle.

Practice:

*a.* The infinitive passive.

*b.* Dropping the sign *to* after the verbs *see*, *feel*, *make*, *let*, *have*, *help*, etc.; as,

Did you *see* him *do* it?

I did not *feel* any one *touch* me.

No one can *make* him *behave*.

Will you *let* me *have* it?

I should like to *have* you *read* it.

Please *help* me *move* this box.

Use the predicates:

*a.* Negatively.

*b.* Interrogatively.

*c.* With the auxiliaries.

*d.* With phrases expressive of time.

Practice the three forms of the present tense:

- a. The simple form to denote a present fact, a present custom, a future fact, and what is true at all times.
- b. The progressive form to denote that the action is going on.
- c. The emphatic form.

**Adverbs.**—Keep up the work of First Term.

Teach the use of adverbs as compound modifiers; as,

Admiral Dewey fought *bravely* and *skillfully*.

**Prepositions.**—Keep up the work of First Term.

Teach the use of prepositions with relative pronouns; as,

Do you know *for whom* he works.

Can you tell me *in whose* class he is?

**Conjunctions.**—Keep up work of First Term.

Review the idioms of First Term.

Teach :

Give — a L, give — advice, give — up, give up —, give way to, give back, give out, give out that, give in, give place to, give —self up to, give — credit for, give away, give — away, give — opinion of, give — a chance to, a green hand, an old hand at, on good terms with, at home, on the alert, between ourselves, under a cloud, drop in, ill at ease, in good faith, find fault with, in fault, make fun of, leak out, let — alone, well off, O. K., No. 1.

Review the proverbs of First Term.

Teach :

Every little helps.

Haste makes waste.

Look before you leap.

Judge not at first sight.

First come, first served.

Every rose has its thorn.

Hit the nail on the head.

Out of sight, out of mind.

Keep good company or none.

Many hands make light work.

Make hay while the sun shines.

Jack of all trades, master of none.

Half a loaf is better than no bread.

Fine feathers do not make fine birds.

Necessity is the mother of invention.  
Many a slip between the cup and the lip.  
If at first you do not succeed, try, try again.  
Don't count your chickens before they are hatched.

**SPELLING.**—Keep up the work of First Term.

**WRITING.**—Keep up the work of First Term.

**READING.**—Keep up the work of First Term.  
The Reader is to be finished.

**GEOGRAPHY.**—To page 39 inclusive.

**HISTORY.**—To page 131.

**LESSONS IN ENGLISH.**—Hyde's Second Book to page 107 inclusive.

**ARITHMETIC.**—To page 76.

**SUNDAY-SCHOOL WORK.**—Keep up the work of First Term.

# Eighth Year.

(C Intermediate Grade.)

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## REQUISITES.

For the class:

1. Rulers.
2. Note books.
3. Writing tablets.
4. Lead pencils.
5. Practice paper.
6. Note paper and envelopes.
7. Postage stamps and postal cards.
8. Individual sponges.
9. Noiseless double slates with slate pencils.
10. The Silver-Burdett Readers.—Third Book.
11. Montgomery's Beginner's American History.
12. The Eclectic Complete Geography.
13. White's New Complete Arithmetic.
14. Practical Lessons in the Use of English, by Mary F. Hyde.—Second Book.
15. Webster's High School Dictionary.
16. The Primary Quarterly.
17. The Picture World.

For the teacher's table.

1. Pictures.
2. Drill charts.
3. Black checking crayon.
4. Lead pencils.
5. Note book.
6. Writing tablet.
7. Practice paper.
8. Pens and ink.
9. Account blank.
10. Requisition pad.
11. Grade book.
12. Monthly cards and reports.
13. The Eclectic Complete Geography.
14. Montgomery's Beginner's American History.

15. White's New Complete Arithmetic.
  16. The Silver-Burdett Readers.—Third Book.
  17. Hyde's Practical Lessons in English.—Second Book.
  18. Gow's Good Morals and Gentle Manners.
  19. The Primary Quarterly.
  20. The Sunday School World.
  21. The Picture World.
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## FIRST TERM.

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### NOTE.—1:

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the pupils interested and occupied.
- c. Arrange your busy-work program so that you may give individual work without interruption.

### NOTE.—2:

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.
- c. Have the pupils put into their notebooks any language work that may be of help to them or their parents during vacation.

**MANNERS AND MORALS.**—The work of the previous grade is to be reviewed and strengthened.

Give particular attention:

1. To cleanliness of person and neatness of dress.
2. To correct position and carriage of body.
3. To the practice of Obedience, Attention, Industry, Self-control, Truthfulness, Cheerfulness, and Kindness to one another.

Teach and have the pupils practice the habit:

- a. Of rendering prompt assistance to others in need of aid.
- b. Of being civil and attentive to all who may have any business dealings with them.
- c. Of keeping promptly their social and business appointments.

- d.* Of being respectful and helpful to the aged and of being polite and kind to all people.
- e.* Of being sociable, making and being responsive to friendly advances.
- f.* Of avoiding extremes in dress or conduct.

Use "Good Morals and Gentle Manners" from page 54 to page 84.

Tell stories to illustrate the leading points.

### **SENSE TRAINING.—**

Use every means to help train pupils:

- a.* To observe clearly.
- b.* To remember accurately.
- c.* To image vividly.

Practice:

- a.* Naming and describing objects in a picture.
- b.* Describing objects and persons from life.
- c.* Describing the details of an action.
- d.* Writing imaginary stories suggested by pictures.
- e.* Writing dialogues, using both direct and indirect quotations.
- f.* Giving the details of an action from writing.
- g.* The law of analogy in spelling words.
- h.* Flash writing.

**LANGUAGE.—** NOTE.—1. Four lines of work are to be separately practiced:

- a.* Copying.
- b.* Reproduction.
- c.* Dictation.
- d.* Invention.

See page 14.

NOTE.—2. Require original work.

NOTE.—3. The work of the pupils is to be carefully watched. If any errors are made, erase them at once and put the pupil through the studying, copying and reproducing processes again.

Material for drill:

**Nouns.—** Practice the uses of nouns:

- a.* Subject,—singular, plural and compound.
- b.* Object,—singular, plural and compound.

- c. Object of a preposition,—singular, plural and compound.
- d. Possessive,—singular, plural and compound.
- e. Vocative.
- f. Indirect object.
- g. Factitive object.
- h. Adverbial object.
- i. Apposition,—subject and object.

Teach the common words and phrases used :

- a. In a dry goods store.
- b. In a millinery store.
- c. In a dressmaker's and a tailor's shop.

Use them in sentences.

Keep the class carefully on the singular and plural forms.

See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Pronouns.**—Practice the uses of pronouns, both personal and interrogative :

- a. Subject,—singular, plural and compound.
- b. Object,—singular, plural and compound.
- c. Object of a preposition.
- d. Possessive, singular, plural and compound.

Practice :

- a. The compounding of a noun and a pronoun, using *and* and *or*.
- b. The various forms of direction or prohibition, using pronouns.
- c. *What* in exclamatory sentences.
- d. Reflexive pronouns.
- e. Emphatic pronouns.
- f. The relative pronouns in the three cases.
- g. The interrogative pronouns in indirect questions.

Separate relative sentences into single sentences, and also change them to appositives.

Teach :

- a. That a restrictive clause has the force of an adjective ; as,

A boy *that lies* (=lying boy) will not succeed.

- b. That an explanatory clause has the force of an appositive noun or expresses an additional idea and has the force of a co-operative sentence; as,

*Mr. B., who was here yesterday, told me about it* = *Mr. B. was here yesterday and told me about it.*

Explain that *that* is never used in explanatory clauses, but is preferable to *who* or *which* in restrictive clauses. *Who* and *which* are preferred in explanatory clauses.

Cultivate in pupils familiarity with the proper use of the pronouns.

**Articles.**—Review the uses of the articles already taught.

See page 90.

Teach:

- a. That the use of *an* or *a* with *little* or *few* means *some*; but the omission of it, *hardly any*; as,

*He has a little (= some) money.*

*He spends little (= hardly any) money.*

*He bought a few (= some) peaches.*

*There are few (= hardly any) peaches this summer.*

- b. That the use of *the* with adjectives and adverbs means emphasis; as,

*The better workman you are the better pay you will get.*

*The more he gets the more he wants.*

*The harder you study the faster you will improve.*

Keep in pupils a habitual attention to the application of *an* or *a*.

Keep constantly before the class the difference in meaning and use of the articles.

**Adjectives.**—Practice:

- a. The three forms,—the qualifying, the predicate and the factitive.

- b. Comparison, using *er, est, more, most, as — as, not so — as.*

- c. The use of comparatives and superlatives as modifiers of subjects and objects.

- d. Adjectives as complements of participles.

Also change to clauses.

- e. Appositive adjectives.

Also change to clauses.

- f. Demonstratives and indefinites used substantively.

- g. Contrasting.

Teach:

- a. The common adjectives applicable to the grade vocabulary.
- b. The adjectives used in the text books.
- c. The use of the suffixes *ly* and *y*; as,

*Motherly. Muddy.*

Explain that *ly* means "like" and *y* "full of."

Lead pupils to be conscious of the difference between adjectives and adverbs.

**Verbs.**—Review the forms of the predicate already taught.

See page 92.

Practice:

- a. The four forms of the predicate,—the active, the passive, the predicate noun, and the predicate adjective.
- b. The tenses already taught,—the present, the past, the present progressive, the future, the present perfect, the past progressive, and the progressive form of the present perfect.
- c. The auxiliaries.
- d. The coupling of the tenses.
- e. Contrasting.
- f. The use of *shall, will, should, would.*

Review the uses of infinitives and participles:

I. Nouns.

a. Subject.

*To walk* leisurely is not wearisome.

*Ordinary walking* is not wearisome.

b. Object.

*I like to read.*

*Do you enjoy reading?*

c. Predicate noun.

*His desire is to know more.*

*Seeing is believing.*

d. Object of preposition.

*He is about to start for the station.*

*He takes pleasure in reading.*

II. Adjectives.

a. Direct.

*I have no intention to go.*

*The girl standing there is my daughter.*

**b. Predicate.**

He is *to blame* (=blamable).

Gas is *to be found* (=findable) in Ohio.

He was *well pleased*.

**III. Adverbs.**

The girl came *to sew*. (Modifies verb.)

These apples are good *to eat*. (Modifies adjective.)

He is too weak *to stand*. (Modifies adverb.)

She came *walking* leisurely. (Modifies verb.)

Use the predicates:

- a. Negatively.
- b. Interrogatively.
- c. With the auxiliaries.
- d. With phrases expressive of time.

Practice the three forms of the past tense:

- a. The simple form.
- b. The progressive form.
- c. The emphatic form.

Also use them with clauses:

- a. Of cause; as,

He passed *because* he studied hard.

- b. Of purpose; as,

He was studying *that* he might pass.

- c. Of condition; as,

*If* he did not study hard, he could not pass.

- d. Of concession; as,

*Though* he did study hard, he did not pass.

- e. Of consequence; as,

He studied *so hard that* he broke down.

Teach:

- a. The common verbs applicable to grade vocabulary.
- b. The verbs used in the text books.
- c. The use of the neuter verbs *taste*, *smell*, *feel*, *seem*, *appear*, *look*, followed by adjectives and by *like* with nouns; as,

Does it *taste good*?

He *looks more like* his mother.

d. The use of the verbs *grow*; *become* and *turn*, followed by adjectives and by nouns; as,

His hair is *turning gray*.

Will he ever *become* a good *ballyplayer*?

e. The use of the infinitive after *what*, *when*, *where*, *how*, *how much* and *how many*; as,

I do not know *what to say*.

Can you tell me *where to find* him?

Do you know *how to do* it?

I cannot advise you *how much to buy*.

f. Changing infinitive phrases to demonstrative clauses, and *vice versa*; as,

Did you tell him *to study*?

I believe him *to be honest*.

You advised him *to be a printer*.

Did you tell him *that he should study*?

I believe *that he is honest*.

You advised *that he should be a printer*.

g. The use of the perfect participle; as,

*Having read* the book carefully, he says he can recommend it.

*Having seen* you, he changed his mind.

*Having been promoted*, he will come back to school.

Change to clauses; as,

As he has *read* the book carefully, he says he can recommend it.

h. The use of participles with conjunctions; as,

*While reading*, I fell asleep.

*Though walking* carefully, I slipped.

*When travelling*, he spends money freely.

He dropped dead *while sitting* in a chair.

Change to clauses; as,

While I was *reading*, I fell asleep.

Continue efforts to impress the difference in meaning and use of *transitive* and *intransitive* verbs.

Keep constantly before the pupils the concord of the tenses.

Keep the class carefully on the singular and plural forms. See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Adverbs.—Practice:**

- a. Comparison of adverbs.
- b. The use of *how* in exclamatory sentences.
- c. Adverbs as modifiers of infinitives and participles.
- d. Adverbs as compound modifiers.

Teach the use:

- a. Of *when*, *where*, *why*, *how*, *whether* and *if* in indirect questions; as,

Did you say *when* he would come?

- b. Of elliptical expressions after *when* and *while*; as,

*When here*, he did well.

*While in Cincinnati*, I called on your friend.

Change to clauses; as,

When he was here, he did well.

Lead pupils to be conscious of the difference between adverbs and adjectives.

**Prepositions.—Practice the uses of prepositions to denote:**

- a. Possession.
- b. The adjective relation.
- c. Partition.
- d. Kind or contents.
- e. Means or instrument.
- f. Time.

Teach:

- a. The prepositions applicable to the grade vocabulary.

b. The prepositions used in the text books.

- c. Prepositions to denote cause and effect; as,

His illness was caused *by* drinking impure water.

He died of typhoid fever.

**Conjunctions.—Practice the correlatives, *both* — *and*; *not only* — *but*; *either* — *or*; *neither* — *nor*; *whether* — *or*; *not* — *or*.**

Review the idioms of the preceding grade.

Teach:

Put off, put — off, put — out, put in, put on, put — down, put up with, put — up to, put up at, put on airs or style, put — out of humor, put an end to, put heads together, put in a word,

put —self in — place, put in an appearance, pull through, pull the strings, pull together, on purpose, with the purpose of, purse-proud, make up a purse, pick up a quarrel with, pick up, pick to pieces, pass off as, pass over, pass by, with open arms, an open secret, open as the day, open one's eyes, once upon a time, once and again.

Teach the meaning and application of the following proverbs:

- Walls have ears.
- Riches have wings.
- A snake in the grass.
- Still waters run deep.
- Paddle your own canoe.
- A chip of the old block.
- All is well that ends well.
- Tell no tales out of school.
- A new broom sweeps clean.
- A miss is as good as a mile.
- Strike while the iron is hot.
- Rome was not built in a day.
- A burnt child dreads the fire.
- Whom men wrong they hate.
- That man has an ax to grind.
- Too many cooks spoil the broth.
- A full purse never lacks friends.
- The early bird catches the worm.
- United we stand, divided we fall.
- A penny saved is a penny earned.
- What man has done, man can do.
- There is no royal road to learning.
- A little leak will sink a great ship.
- Where there's a will, there's a way.
- There is nothing new under the sun.
- An idle brain is the devil's workshop.
- A fool and his money are soon parted.
- A good beginning makes a good ending.
- An empty purse fills the face with wrinkles.
- A bird in the hand is worth two in the bush.
- We never miss the water till the well runs dry.
- An ounce of prevention is worth a pound of cure.
- People who live in glass houses should not throw stones.

**ARTICULATION.**—Review the elements. Drill on combinations.

Conduct all work in oral classes by speech and lip-reading.

Continue general conversation on current events and other matters of interest.

Continue drill on diacritical marks, putting on the slates words of difficult pronunciation and drill the pupils on these.

Distinguish carefully between the various sounds of the vowels and do not permit the sounding of a consonant where only position is required.

Give attention to modulation, emphasis and flow of language.

Encourage the pupils to carry on conversation among themselves in speech, both in school and out. Aim to cultivate a sentiment for speech and lip-reading.

As in the preceding grades the success of speech here will depend upon drill. The teacher must first have confidence in her pupils; then the pupils will have confidence in themselves. This can be secured only by continued labor and drill on the part of both.

Read all the notes under the heading "Articulation" in the preceding grades and make use of them as far as possible.

**SPELLING.**—All the words in the grade vocabulary are to be carefully spelled.

Spell your requests, directions and orders.

Have pupils spell their requests, salutations, partings and acknowledgements.

Spell words and sentences and have pupils reproduce them.

Spell sentences and stories as a means of getting free conversation from pupils.

Require distinctness of spelling, especially with *k* and *p*.

**WRITING.**—Give careful attention:

1. To correct position at the blackboard and the desk.
2. To correct capitalization and the use of the period and the interrogation point.

Have daily exercises:

- a. In the copying of sentences.

- b. In the writing of dictated sentences.
- c. In changing statements to questions, or *vice versa*.
- d. In filling blanks.

Practice:

- a. Letter-writing.
- b. Story-writing.

Cultivate in pupils:

- 1. A sense of continuity of narration.
- 2. The power of imaging what is told.
- c. Journal writing.  
Have pupils use the sequential arrangement of thought  
in describing natural events and everyday incidents.
- d. Morning reports on current events.

**READING.**—First half of the reader.

The pupils should be prepared for the lessons by properly conducted conversation.

The meaning of the new words and the use of the idiom should be taught before the pupils meet with them in the text.

Questions should be asked on each lesson and the pupils should make the answers.

See that the pupils understand what they read.

Seek to cultivate the power of imaging clearly.

**GEOGRAPHY.**—From page 41 to page 60.

**HISTORY.**—From page 132 to page 196.

**LESSONS IN ENGLISH.**—Hyde's Second Book from page 108 to page 163 inclusive.

**ARITHMETIC.**—From page 80 to page 111.

**DICTIONARY.**—Have pupils use the dictionary intelligently.

**SUNDAY-SCHOOL WORK.**—The Primary Quarterly is to be used.

Have pupils familiar:

- a. With the Lord's Prayer.
- b. With the Doxology.
- c. With the Commandments.
- d. With the Beatitudes.

- e. With Psalm xxiii.
- f. With "Nearer, my God, to Thee."
- g. With "America."

Teach "Rock of Ages."

Interest pupils in the Young People's Paper and talk about the stories.

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## SECOND TERM.

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NOTE.—1:

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the pupils interested and occupied.
- c. Arrange your busy-work program so that you may give individual work without interruption.

NOTE.—2:

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.
- c. Have the pupils put into their note books any language work that may be of help to them or their parents during vacation.

**MANNERS AND MORALS.**—The work of First Term is to be kept up.

Teach and have pupils practice the habit:

- a. Of being candid and frank with friends, but reserved with strangers.
- b. Of being consistent in what they say and do.
- c. Of confessing a fault and trying to overcome it.
- d. Of taking a friendly hint kindly and of trying to profit by it.
- e. Of holding sacred any secrets that in any way may come to their knowledge.
- f. Of keeping their own troubles to themselves.

Use "Good Morals and Gentle Manners" from page 84 to page 111.

Tell stories to illustrate the leading points.

**SENSE TRAINING.**—Keep up the work of First Term.

**LANGUAGE.**—The work is to be practiced along the lines laid down in First Term.

**Nouns.**—Keep up the work of First Term.

Teach the common words and phrases used:

- a. In a blacksmith's shop.
- b. In a tinsmith's shop.
- c. In a laundry.
- d. In a barber shop.

Use them in sentences.

**Pronouns.**—Keep up the work of First Term.

**Articles.**—Keep up the work of First Term.

**Adjectives.**—Keep up the work of First Term.

Teach:

- a. The common adjectives applicable to the grade vocabulary.
- b. The adjectives used in the text books.
- c. The use of *former* and *latter*.
- d. The suffixes *ble* and *ish*; as,

Admire—admirable.                    Boy—boyish.

Explain that the suffix *ble* means "can, be" and *ish* "like."

**Verbs.**—Keep up the work of First Term.

Teach:

- a. The common verbs applicable to the grade vocabulary.
- b. The verbs used in the text books.
- c. The use of the verbs *write*, *tell*, *show*, *send*, *sell*, *buy*, *refuse*, *promise*, *offer*, *pay*, *find*, *get*, *lend*, *make*, *ask*, *bring*, *do* and *deny* with indirect objects; as,

Did you *write* him a letter?

Please *show* him the new book.

Change the indirect object in the active into the subject in the passive; as,

*He* was shown the new book.

Practice the two forms of the perfect tense:

- a. The simple form.
- b. The progressive form.

Use the predicates:

- a. Negatively.

- b. Interrogatively.
- c. With the auxiliaries.
- d. With phrases expressive of time.

Practice :

- a. The infinitive as subject, and invert.
- b. The infinitive after *as* and *enough*.
- c. The infinitive passive.
- d. Dropping the sign *to* after the verbs *see*, *feel*, *make*, *let*, *have*, *help*, etc.
- e. Participles with the prepositions *on*, *upon* and *in* to express time, and change into clauses.

Practice :

- a. Changing participles into relative clauses; ; as,  
 The man *sitting* under the tree is blind.  
 The dog *run over* by the cars was valuable.  
 The man *who is sitting* under the tree is blind.  
 The dog *that was run over* by the cars was valuable.
- b. Changing infinitives into relative clauses; as,  
 He is a boy *to gladden* his parents' hearts.  
 He is a boy *that gladdens* his parents' heart.
- c. Changing participles into infinitives, and *vice versa*; as,  
 He refuses *having* anything to do with it.  
 He refuses *to have* anything to do with it.

**Adverbs.**—Keep up the work of First Term.

Teach the use :

- a. Of nouns as adverbs; as,  
 Are you *stone* deaf?  
 He is *color* blind.  
 He does not care *a cent* for it.
- b. Of *so* for a noun and for an adjective; as,  
 He is a good *player*, and *so* are you.  
 I am *sure*, and *so* is he.
- c. Of *well* and *why* as expletives; as,  
*Well*, can you blame him?  
*Why*, he never said such a thing.

**Prepositions.**—Keep up the work of First Term.

Teach the use of *as* with nouns and participles; as,

*As* a ball-player, he is great.

He is a failure *as* a business man.

Napoleon, *as* a soldier, was successful.

He is regarded *as* doing well.

**Conjunctions.**—Keep up the work of First Term.

Teach:

a. The use of *if — then, though — yet, so that, so as.*

b. The use of conjunctions with nouns and adjectives; as,

*Though* a millionaire, he is democratic.

*Though* clever, he fails in everything.

Review the idioms of First Term.

Teach:

Make 1, make free with, make friends, make it good, make light of, make out, make over, make it up, make up with, forget one's self, feather one's nest, a feather in one's cap, show the white feather, at the eleventh hour, carry the day, of course, count upon, feel cheap, child's play, break down, break off with, break up, in the same box; as bold as brass, look blue, black and white, a bed of roses, bear in mind, turn one's back upon, back up, back out, now and then, old as the hills, own up, played out, in the way, at once, in jest.

Review the proverbs of First Term.

Teach:

Live and learn.

Knowledge is power.

Waste not, want not.

If the cap fit, wear it.

Better late than never.

Forewarned, forearmed.

Let the cat out of the bag.

Keep the wolf from the door.

Idleness is the root of all evil.

Kill two birds with one stone.

As you sow, so shall you reap.

Learn to creep before you run.

A word to the wise is sufficient.

He who laughs last laughs best.

Borrowed garments never fit well.

He gives twice who gives quickly.

Cast not your pearls before swine.  
Think twice before you speak once.  
Great oaks from little acorns grow.  
Children and fools speak the truth.  
Think much, write little, speak less.  
He that runs fast will not run long.  
Castles in Spain or castles in the air.  
God helps those who help themselves.  
Hope deferred maketh the heart sick.  
Zeal without discretion is little worth.  
A little knowledge is a dangerous thing.  
A wise man changes his mind; a fool never.

**ARTICULATION.**—The notes under this head in the First Term are intended for the Second also.

**SPELLING.**—Keep up the work of First Term.

**WRITING.**—Keep up the work of First Term.

**READING.**—Keep up the work of First Term.  
The Reader is to be finished.

**GEOGRAPHY.**—From page 73 to page 87.

**HISTORY.**—To be finished.

**LESSONS IN ENGLISH.**—Hyde's Second Book is to be finished.

**ARITHMETIC.**—From page 112 to page 156.

**SUNDAY-SCHOOL WORK.**—Keep up the work of First Term.

# Ninth Year.

(B Intermediate Grade.)

## REQUISITES.

For the class:

1. Rulers.
2. Note books.
3. Writing tablets.
4. Lead pencils.
5. Practice paper.
6. Note paper and envelopes.
7. Postage stamps and postal cards.
8. Individual sponges.
9. Noiseless double slates with slate pencils.
10. The Silver-Burdett Readers.—Fourth Book.
11. Montgomery's Leading Facts of American History.
12. The Eclectic Complete Geography.
13. White's New Complete Arithmetic.
14. Longman's English Grammar.
15. Webster's High School Dictionary.
16. The Intermediate Quarterly.
17. Young People's Paper.

For the teacher's table.

1. Pictures.
2. Drill charts.
3. Black checking crayon.
4. Lead pencils.
5. Note book.
6. Writing tablet.
7. Practice paper.
8. Pens and ink.
9. Account blank.
10. Requisition pad.
11. Grade book.
12. Monthly cards and reports.
13. The Eclectic Complete Geography.
14. Montgomery's Leading Facts of American History.
15. White's New Complete Arithmetic.
16. The Silver-Burdett Readers.—Fourth Book.

17. Longman's English Grammar.
  18. Gow's Good Morals and Gentle Manners.
  19. The Intermediate Quarterly.
  20. The Sunday School World.
  21. Young People's Paper.
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## FIRST TERM.

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**NOTE.—1:**

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the pupils interested and occupied.
- c. Arrange your busy-work program so that you may give individual work without interruption.

**NOTE.—2:**

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.
- c. Have the pupils put into their notebooks any language work that may be of help to them or their parents during vacation.

**MANNERS AND MORALS.**—The work of the previous grade is to be reviewed and strengthened.

Give particular attention:

1. To cleanliness of person and neatness of dress.
2. To correct position and carriage of body.
3. To the practice of Obedience, Attention, Industry, Self-control, Truthfulness, Cheerfulness, and Kindness to one another.

Teach and have the pupils practice the habit:

- a. Of being vigilant in crossing streets and railroad tracks.
- b. Of being quick to recognize and speak to friends.
- c. Of being quiet and polite on cars.
- d. Of respecting the rights and comfort of others in public places.
- e. Of being respectful and reverent in church.
- f. Of avoiding to attract attention in public places.

Use "Good Morals and Gentle Manners" from chapter xxi to page 140.

Tell stories to illustrate the leading points.

### **SENSE TRAINING.—**

Use every means to help train pupils:

- a. To observe clearly.
- b. To remember accurately.
- c. To image vividly.

Practice:

- a. Naming and describing objects in a picture.
- b. Describing objects and persons from life.
- c. Describing the details of an action.
- d. Writing imaginary stories suggested by pictures.
- e. Writing dialogues, using both direct and indirect quotations.
- f. Giving the details of an action from writing.
- g. The law of analogy in spelling words.
- h. Flash writing.

**LANGUAGE.—NOTE.—**1. Four lines of work are to be separately practiced:

- a. Copying.
- b. Reproduction.
- c. Dictation.
- d. Invention.

See page 14.

**NOTE.—**2. Require original work.

**NOTE.—**3. The work of the pupils is to be carefully watched. If any errors are made, erase them at once and put the pupil through the studying, copying and reproducing processes again.

Material for drill:

**Nouns.—**Practice the uses of nouns:

- a. Subject,—singular, plural and compound.
- b. Object,—singular, plural and compound.
- c. Object of a preposition,—singular, plural and compound.
- d. Possessive,—singular, plural and compound.
- e. Vocative.

Practice:

- a. Indirect object.
- b. Factitive object.
- c. Adverbial object.
- d. Apposition,—subject and object.
- e. Collective nouns.
- f. Abstract nouns.

In the drill :

- a. On the indirect object, change the object into the subject of the passive verb; as,  
*His kindness saved me much trouble.*  
*Much trouble was saved me by his kindness.*  
*I was saved much trouble by his kindness.*
- b. On the factitive object, make the object in the active the subject in the passive; as,  
*His extravagance made him a pauper.*  
*He was made a pauper by his extravagance.*

Teach the common words and phrases used :

- a. In a grocery store.
- b. In a meat shop.
- c. In a furniture store.
- d. In a hardware store.

Use them in sentences.

Teach the use of the nominative absolute case; as,

*The boy saying so, I believed it.*  
*The lesson being hard, he would not study it.*  
*John having asked for it, I shall give it to him.*  
*The cars having gone, I had to wait long.*

Change into clauses; as,

*As the boy said so, I believed it.*  
*The boy said so and I believed him.*

Keep the class carefully on the singular and plural forms.

See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Pronouns.**—Practice the uses of pronouns, both personal and interrogative:

- a. Subject,—singular, plural and compound.
- b. Object,—singular, plural and compound.
- c. Object of a preposition.
- d. Possessive, singular, plural and compound.

**Practice :**

- a. The compounding of a noun and a pronoun, using *and* and *or*.
- b. The various forms of direction or prohibition, using pronouns.
- c. *What* in exclamatory sentences.
- d. Reflexive pronouns.
- e. Emphatic pronouns.
- f. The interrogative pronouns in indirect questions.
- g. The relative pronouns in the three cases.

Separate relative sentences into single sentences, and also change them into appositives.

Cultivate in pupils familiarity with the proper use of the pronouns.

**Articles.**—Review the uses of the articles already taught.  
See page 90.

**Teach :**

- a. That the articles are sometimes used before names when the name represents a character; as,  
*He is a veritable Hercules.*  
*He is supposed to be the Croesus of Columbus.*
- b. The use of the articles with participles; as,  
*I would advise a rewriting of the letter.*  
*The writing of the letter was not hard.*

Keep in pupils a habitual attention to the application of *an* or *a*.

Keep constantly before the class the difference in meaning and use of the articles.

**Adjectives.—Practice :**

- a. The three forms,—the qualifying, the predicate and the factitive.
- b. Comparison, using *er, est, more, most, as — as, not so — as.*
- c. The use of comparatives and superlatives as modifiers of subjects and objects.
- d. Adjectives as complements of participles.  
Also change into clauses.
- e. Appositive adjectives.  
Also change into clauses.
- f. Demonstratives and indefinites used substantively.
- g. Contrasting.

## Teach:

- a. The common adjectives applicable to the grade vocabulary.
- b. The adjectives used in the text books.
- c. The use of adjectives after *something*, *anything* and *everything* and other similar compounds of *thing*; as,

I want *something good* to eat.

- d. The participial use of adjectives; as,

They found the dog *dead*.

Did you eat your dinner *cold*?

He bought the house *new*.

- e. The prefix and the suffix *en*; as,

large = *enlarge*.

deep = *deepen*.

Have the pupils understand that *en* means "to make."

Lead pupils to be conscious of the difference between adjectives and adverbs.

**Verbs.**—Review the forms of the predicate already taught. See page 92.

## Practice:

- a. The four forms of the predicate,—the active, the passive, the predicate noun, and the predicate adjective.
- b. The tenses already taught,—the present, the past, the present progressive, the future, the present perfect, the past progressive, and the progressive form of the present perfect.
- c. The auxiliaries.
- d. The coupling of the tenses.
- e. Contrasting.
- f. The use of *shall*, *will*, *should*, *would*.
- g. The use of the verbs *grow*, *become* and *turn*, followed by adjectives and by nouns.
- h. The use of the neuter verbs *taste*, *smell*, *feel* *seem*, *appear* and *look*, followed by adjectives and by *like* with nouns.
- i. The use of infinitives and participles as nouns, adjectives and adverbs. See page 109.
- j. The use of the infinitive after *what*, *when*, *where*, *how*, *how much* and *how many*.
- k. Changing infinitive phrases into demonstrative clauses, and *vice versa*.

- l.* The use of the perfect participle and change into clauses.
- m.* The use of participles with conjunctions and change into clauses.

Teach:

- a.* The common verbs applicable to grade vocabulary.
- b.* The verbs used in the text books.
- c.* The future perfect tense; as,

*I shall have written six letters this morning when this is finished.*

*Catch one more fish and you will have caught ten.*

*He will have been sick two weeks to-morrow.*

*He will have been a member of the church fifty years next month.*

- d.* The subjunctive mode:

- 1. To express a future event about which we are uncertain; as,

*Take care lest you catch cold.*

- 2. To express a wish; as,

*I wish I were strong.*

- 3. To express an intention; as,

*His purpose is that his son be a preacher.*

- 4. To express a condition regarded as untrue or as uncertain; as,

*Had he been defeated, it would have been better.*

*Should it be pleasant, I shall call.*

- 5. To express a consequence that is untrue or uncertain because a condition is untrue or uncertain; as,

*Had he acted upon your suggestion, he would now be happy.*

*Should he follow your advice, he would be successful.*

- e.* The perfect infinitive after verbs and adjectives; as,

*You appear to have forgotten about it.*

*I am glad to have met you.*

Continue efforts to impress the difference in meaning and use of *transitive* and *intransitive* verbs.

Keep constantly before the pupils the concord of the tenses.

Keep the class carefully on the singular and plural forms. See page 15.

Make conscious and habitual in use the difference in meaning of *s-* as joined to nouns and verbs.

**Adverbs.—Practice:**

- a. Comparison of adverbs.
- b. The use of *how* in exclamatory sentences.
- c. Adverbs as modifiers of infinitives and participles.
- d. The use of *when*, *where*, *why*, *how*, *whether* and *if* in indirect questions.
- e. The use of adverbs in elliptical expressions after conjunctions.

Change into clauses.

Teach the use of *so*:

- a. After verbs; as,

Do you think *so*?

If you are busy, say *so*.

- b. Preceding adjectives; as,

Is he *so good*?

He is not *so weak* as that.

He is *so weak* that he cannot walk.

Don't be *so credulous* as to believe the story.

Lead pupils to be conscious of the difference between adverbs and adjectives.

**Prepositions.—Practice the uses of prepositions to denote:**

- a. Possession.
- b. The adjective relation.
- c. Partition.
- d. Kind or contents.
- e. Means or instrument.
- f. Time.
- g. Cause and effect.

Teach:

- a. The prepositions applicable to the grade vocabulary.
- b. The prepositions used in the text books.
- c. Prepositions to denote source, origin, separation; as,

The love of money is the root of all evil.

The misunderstanding arose from a joke.

She is lonely without you.

*d. That:*

1. *At* is used for small places and *in* for large ones; as,

He lives *at* Westerville.

He was *in* Cleveland yesterday.

Metaphorically for spheres of action; as,

He is great *at* baseball.

Napoleon was great *in* war.

2. *At* denotes the point at which one rests, without the notion of influence, and *in* denotes the sphere of action regarded as influencing the agent; as,

*At ease*; *at peace*; *at liberty*; *at leisure*, etc.

*In anger*; *in fun*; *in haste*, etc.

*e. That for is used:*

1. To mean *instead of*, or *in place of*; as,

He passed *for* a good man.

This was meant *for* a joke.

2. To mean *for the purpose of*, or *having regard to*; as,

Good *for* eating; too sour *for* eating, etc.

Small *for* his age; too small *for* his age, etc.

3. To mean time and space; as,

He will read law *for* a year.

He rode on *for* fifteen weary miles.

**Conjunctions.—Practice:**

- a. The correlatives, *both — and*; *not only — but*; *either — or*; *neither — nor*; *whether — or*; *not — or*.

- b. The use of conjunctions with nouns and adjectives.

Review the idioms of the preceding grade.

Teach:

Cut — short, cut one's eye-teeth, cut — out, cut one's throat, look daggers, Damon and Pythias, a dark horse, keep — in the dark, keep dark about, darken one's door, David and Jonathan, this day week, his days are numbered, day of grace, curtain lectures, the curtain falls, crocodile tears, drive — into a corner, count upon, come to the point, return the compliment, come to light, come about, come by, come down, a comedown, come off, come out, come to, come to —self, come to grief, come to pass, be in clover, heap coals of fire on one's

head, the coast is clear, turn one's coat, make a clean breast of, feel cheap, draw on, draw up, draw — out, a drawn game, drive at.

Review the proverbs of preceding grade. Teach:

Murder will out.  
No pains, no gains.  
No cross, no crown.  
He protests too much.  
Never too late to mend.  
Necessity knows no law.  
Hunger is the best sauce.  
Fortune favors the brave.  
Honesty is the best policy.  
Money makes the mare go.  
It never rains but it pours.  
He has a bee in his bonnet.  
Enough is as good as a feast.  
Live not to eat, but eat to live.  
Misfortunes never come singly.  
Nothing venture, nothing have.  
His bark is worse than his bite.  
Faint heart never won fair lady.  
Drowning men clutch at straws.  
A fat kitchen makes a lean will.  
No use in crying over spilt milk.  
Handsome is that handsome does.  
It is a long lane that has no turning.  
Empty vessels make the greatest noise.  
Constant dropping wears away a stone.  
He knows which side of his bread is buttered.  
Lock the stable door after the horse is stolen.  
He was born with a silver spoon in his mouth.  
Good words cost nothing, but are worth much.  
It is the last straw that breaks the camel's back.  
Defer not till tomorrow what may be done today.  
Give a thief rope enough and he will hang himself.  
A pitcher that goes often to the well is broken at last.

#### **ARTICULATION.**—Review and drill upon elements.

All the work of the oral classes to be taught by speech and lip-reading.

Drill upon modulation, emphasis and flow of language. Endeavor to make an atmosphere for speech and lip-reading.

Encourage the pupils to talk with each other whether in

school or out and to talk with such hearing people as they may have an opportunity.

As new lessons are assigned, place on the board the words of difficult pronunciation and drill pupils upon them.

Have an oral discussion each day on current events.

Keep up diacritical marking.

As in the preceding grades, the success of speech and lip-reading will depend largely upon the drill the teacher requires of the pupils.

**SPELLING.**—All the words in the grade vocabulary are to be carefully spelled.

Spell your requests, directions and orders.

Have pupils spell their requests, salutations, partings and acknowledgements.

Spell words and sentences and have pupils reproduce them.

Spell sentences and stories as a means of getting free conversation from pupils.

Require distinctness of spelling, especially with *k* and *p*.

**WRITING.**—Give careful attention :

1. To correct position at the blackboard and the desk.
2. To correct capitalization and the use of the period and the interrogation point.

Have daily exercises :

- a. In the copying of sentences.
- b. In the writing of dictated sentences.
- c. In changing statements to questions, or *vice versa*.
- d. In filling blanks.

Practice :

- a. Letter-writing.
- b. Story-writing.

Cultivate in pupils :

1. A sense of continuity of narration.
  2. The power of imaging what is told.
- c. Journal writing.

Have pupils use the sequential arrangement of thought in describing natural events and everyday incidents.

- d. Morning reports on current events.

Teach composition-writing.

**READING.**—First half of the Reader.

The pupils should be prepared for the lessons by properly conducted conversation.

The meaning of the new words and the use of the idiom should be taught before the pupils meet with them in the text.

Questions should be asked on each lesson and the pupils should make the answers.

See that the pupils understand what they read.

Seek to cultivate the power of imaging clearly.

**GEOGRAPHY.**—From page 88 to page 99.**HISTORY.**—To page 102.**GRAMMAR.**—To page 77 inclusive.**ARITHMETIC.**—Review Fractions and Denominate Numbers.**DICTIONARY.**—Have pupils use the dictionary intelligently.**SUNDAY-SCHOOL WORK.**—The Intermediate Quarterly is to be used.

Have pupils familiar:

- a. With the Lord's Prayer.
- b. With the Doxology.
- c. With the Commandments.
- d. With the Beatitudes.
- e. With Psalm xxiii.
- f. With "Nearer, my God, to Thee."
- g. With "America."
- h. With "Rock of Ages."

Teach "Abide with Me."

Interest pupils in Young People's Paper and talk about the stories.

**SECOND TERM.****NOTE.—1:**

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the pupils interested and occupied.

- c. Arrange your busy-work program so that you may give individual work without interruption.

NOTE.—2:

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.

**MANNERS AND MORALS.**—The work of First Term is to be kept up.

Teach and have pupils practice the habit:

- a. Of being prompt at meals.
- b. Of being attentive to others at the table.
- c. Of being easy and graceful in their manners.
- d. Of taking their share in the table-talk.
- e. Of not noticing any mistakes or mishaps that may happen during meals.
- f. Of avoiding to introduce any disagreeable topics of conversation.

Use "Good Morals and Gentle Manners" from page 141 to page 174.

Tell stories to illustrate the leading points.

**SENSE TRAINING.**—Keep up the work of First Term.

**LANGUAGE.**—The work is to be practiced along the lines laid down in First Term.

**Nouns.**—Keep up the work of First Term.

Teach the common words and phrases used:

- a. In a doctor's office.
- b. In a dentist's office.
- c. In a drug store.
- d. In a library.

Use them in sentences.

Practice the use:

- a. Of noun phrases; as,

*To forget* is very easy.

He does not like to be forgetful.

*Forgetting his lesson* is his excuse.

He is always ashamed of *forgetting his lesson*.

- b. Of noun clauses; as,

*That he is wrong* is believed by many.  
He does not think *that he is wrong*.

c. Of a quotation; as,

“Nearer, my God, to Thee” was the song.  
His motto was “Honesty is the best policy.”

**Pronouns.**—Keep up the work of First Term.

Teach the use of the compound relatives; as,

*Whatever* you may do, do not let him know about it.  
*Whoever* says so is in error.  
Go with *whomsoever* you like.  
Take *whichever* you want.

Practice:

a. Omitting relative pronouns; as,

Where is the book [that] I gave you yesterday?

b. Changing relative clauses into compound sentences,  
and *vice versa*; as,

I called on your friend, *who received me cordially*.  
I called on your friend and he received me cordially.

c. Changing demonstrative clauses into simple sentences,  
and *vice versa*; as,

He announced *that the bank failed*.  
He announced the failure of the bank.

**Articles.**—Keep up the work of First Term.

Practice:

a. The use of *an* or *a* with *little* or *few*.  
b. The use of *the* with adjectives and adverbs.

See page 108.

**Adjectives.**—Keep up the work of First Term.

Teach:

a. The common adjectives applicable to the grade vocabulary.  
b. The adjectives used in the text books.  
c. The use of an adjective without its noun to avoid the repetition of the noun in the same sentence; as,

That piece is good, but *this* [piece] is better.

Several boys applied, but only *three* [boys] were employed.

Practice omitting the nouns; as,

*That* is good, but *this* is better.

*Several* applied, but only *three* were employéd.

**Verbs.**—Keep up the work of First Term.

Teach:

a. That the subjunctive mood views a thing as doubtful, improbable, impossible or untrue; as,

If I thought him honest (as I do not), I would assist him.

b. That a supposition of what is probable or undoubtedly true calls for the indicative mode; as,

If the book is mine (as it doubtless is), you may have it.

Practice participles:

a. As objects of prepositions; as,

*Before leaving* the city, he sold his house.

*After leaving* the city, he wrote me about it.

Change into clauses; as,

He sold his house *before he left the city*.

*After he left the city*, he wrote me about it.

b. After adjectives in the predicate; as,

He was *busy writing*.

c. As objects of prepositions after adjectives in the predicate; as,

He was *sure of seeing you*.

Change into clauses; as,

He was *sure that he would see you*.

**Adverbs.**—Keep up the work of First Term.

**Prepositions.**—Keep up the work of First Term.

**Conjunctions.**—Keep up the work of First Term.

Teach the use of conjunctions in connecting infinitive and participial phrases and clauses; as,

He tries *to be good* and *to make others happy*.

I did not find him *writing a letter* but *reading the morning paper*.

I believe *that he is innocent* and *that he will be acquitted*.

Review the idioms of First Term.

Teach :

Bread and butter, break up, break into, break off with, break the ice, break the news to —, break ground, break in, fall from grace, fall on, fall through, fall out, fall away, fall among, fall in with, fall back, fall down, fall off, fall under, fall short, fall in love with, fall upon one's feet, in good faith, fair play, fair and square, a long face, face to face, put a bold face on, go hard with, go out, go over, go over to, go through, go on, go under, go back on, go after, on the go, go to the wall, all the go, go down, go off, too far gone, a good thing, for good, as good as gold, as good as a play, as good as one's word, on one's own hook.

Review the proverbs of First Term.

Teach :

- Sour grapes.
- Walls have ears.
- With a grain of salt.
- Silence gives consent.
- Never too old to learn.
- Diamond cut diamond.
- Practice makes perfect.
- Through thick and thin.
- Practice what you preach.
- Variety is the spice of life.
- Set a thief to catch a thief.
- Man proposes, God disposes.
- Of two evils choose the lesser.
- Penny wise and pound foolish.
- Time and tide wait for no man.
- One good turn deserves another.
- There is no rose without a thorn.
- There is a skeleton in every house.
- The receiver is as bad as the thief.
- Where there is smoke there is fire.
- To err is human, to forgive divine.
- Out of the frying-pan into the fire..
- Look not a gift horse in the mouth.
- Marry in haste and repent at leisure.
- What can't be cured must be endured.
- When the cat is away, the mice will play.
- An ounce of prevention is worth a pound of cure.

It costs more to revenge injuries than to bear them.  
None so blind (or deaf) as those who will not see (or  
hear).

Take care of the cents and the dollars will take care of  
themselves.

**ARTICULATION.**—The notes under this head in the  
First Term are intended for the Second also.

**SPELLING.**—Keep up the work of First Term.

**WRITING.**—Keep up the work of First Term.

**READING.**—Keep up the work of First Term.  
The Reader is to be finished.

**GEOGRAPHY.**—General review.

**HISTORY.**—To page 203 inclusive.

**GRAMMAR.**—To page 144 inclusive.

**ARITHMETIC.**—To page 175.

**SUNDAY-SCHOOL WORK.**—Keep up the work of First  
Term.

# Tenth Year.

(A Intermediate Grade.)

## REQUISITES.

For the class:

1. Rulers.
2. Note books.
3. Writing tablets.
4. Lead pencils.
5. Practice paper.
6. Note paper and envelopes.
7. Postage stamps and postal cards.
8. Individual sponges.
9. Noiseless double slates with slate pencils.
10. Elson's Side Lights on American History.
11. Montgomery's Leading Facts of American History.
12. Our Bodies and How We Live.
13. White's New Complete Arithmetic.
14. Longmans' English Grammar.
15. Webster's High School Dictionary.
16. The Intermediate Quarterly.
17. Young People's Paper.

For the teacher's table.

1. Pictures.
2. Drill charts.
3. Black checking crayon.
4. Lead pencils.
5. Note book.
6. Writing tablet.
7. Practice paper.
8. Pens and ink.
9. Account blank.
10. Requisition pad.
11. Grade book.
12. Monthly cards and reports.
13. Our Bodies and How We Live.
14. Montgomery's Leading Facts of American History.
15. White's New Complete Arithmetic.
16. Elson's Side Lights on American History.

17. Longmans' English Grammar.
  18. Gow's Good Morals and Gentle Manners.
  19. The Intermediate Quarterly.
  20. The Sunday School World.
  21. Young People's Paper.
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## FIRST TERM.

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NOTE.—1:

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the pupils interested and occupied.
- c. Arrange your busy-work program so that you may give individual work without interruption.

NOTE.—2:

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.

**MANNERS AND MORALS.**—The work of the previous grade is to be reviewed and strengthened.

Give particular attention :

1. To cleanliness of person and neatness of dress.
2. To correct position and carriage of body.
3. To the practice of Obedience, Attention, Industry, Self-control, Truthfulness, Cheerfulness, and Kindness to one another.

Teach and have the pupils practice the habit :

- a. Of respecting the political and religious beliefs of others.
- b. Of being courageous in upholding their own conviction and in assertion of their natural rights.
- c. Of being earnest in completing what is worthily undertaken.
- d. Of being manly and womanly in their everyday deportment.
- e. Of being observant of good manners and practicing them.
- f. Of avoiding to take up too much of the time of others.

Use "Good Morals and Gentle Manners" from page 175 to page 206 inclusive.

Tell stories to illustrate the leading points.

### SENSE TRAINING.—

Use every means to help train pupils:

- a. To observe clearly.
- b. To remember accurately.
- c. To image vividly.

Practice:

- a. Naming and describing objects in a picture.
- b. Describing objects and persons from life.
- c. Describing the details of an action.
- d. Writing imaginary stories suggested by pictures.
- e. Writing dialogues, using both direct and indirect quotations.
- f. Giving the details of an action from writing.
- g. The law of analogy in spelling words.
- h. Flash writing.

**LANGUAGE.—**NOTE.—1. Four lines of work are to be separately practiced:

- a. Copying.
- b. Reproduction.
- c. Dictation.
- d. Invention.

See page 14.

NOTE.—2. Require original work.

NOTE.—3. The work of the pupils is to be carefully watched. If any errors are made, erase them at once and put the pupil through the studying, copying and reproducing processes again.

Material for drill:

**Nouns.—**Practice the uses of nouns:

- a. Subject,—singular, plural and compound.
- b. Object,—singular, plural and compound.
- c. Object of a preposition,—singular, plural and compound.
- d. Possessive,—singular, plural and compound.
- e. Vocative.

Practice the use:

- a. Of indirect objects.
- b. Of factitive objects.
- c. Of adverbial objects.
- d. Of appositives,—subject and object.
- e. Of collective nouns.
- f. Of abstract nouns.
- g. Absolute constructions.

Also change them into clauses.

- h. Noun phrases, both as subjects and objects.
- i. Noun clauses, both as subjects and objects.

Practice changing noun phrases to noun clauses, or *vice versa*; as,

*To work* is the duty of every able-bodied man. = *That he should work* is the duty of every able-bodied man.

*His being studious* is well known. = *That he is studious* is well known.

Teach the use of noun clauses:

- a. In the predicate; as,

The report is *that he has been arrested*.

- b. As appositives; as,

The mystery *how he made his escape* is not yet cleared.

Teach the common words and phrases used:

- a. In a telegraph office.
- b. In a lawyer's office.
- c. In a courthouse.
- d. In a real estate office.
- e. In an architect's office.

Use them in sentences.

Keep the class carefully on the singular and plural forms.

See page 15.

Make conscious and habitual in use the difference in meaning of *s* as joined to nouns and verbs.

**Pronouns.**—Practice the uses of pronouns, both personal and interrogative:

- a. Subject,—singular, plural and compound.
- b. Object,—singular, plural and compound.
- c. Object of a preposition.
- d. Possessive, singular, plural and compound.

**Practice:**

- a. The compounding of a noun and a pronoun, using *and* and *or*.
- b. The various forms of direction or prohibition, using pronouns.
- c. *What* in exclamatory sentences.
- d. Reflexive pronouns.
- e. Emphatic pronouns.
- f. The interrogative pronouns in indirect questions.
- g. The relative pronouns in the three cases.

Cultivate in pupils familiarity with the proper use of the pronouns.

**Articles.**—Review the uses of the articles as already taught. See pages 90, 108, 125.

Teach that with many adjectives *an* or *a* is often placed after, instead of before the adjective; as,

He has been here *many a* time.

*What a* visit we did have!

Don't you admire *such a* man?

I am afraid he is too *strict a* father.

Did you ever see so *fine an* actor?

Try to be as *good a* student as your brother is.

Keep in pupils a habitual attention to the application of *an* or *a*.

Keep constantly before the class the difference in meaning and use of the articles.

**Adjectives.—Practice:**

- a. The three forms,—the qualifying, the predicate and the factitive.
- b. Comparison, using *er, est, more, most, as — as, not so — as.*
- c. The use of comparatives and superlatives as modifiers of subjects and objects.
- d. Adjectives as complements of participles.  
Also change into clauses.
- e. Appositive adjectives.  
Also change into clauses.
- f. Demonstratives and indefinites used substantively.
- g. Contrasting.
- h. The use of adjectives after *something, anything* and *everything* and other similar compounds of *thing*.
- i. The participial use of adjectives.

Teach :

a. The common adjectives applicable to the grade vocabulary.

b. The adjectives used in the text books.

c. The use of cardinals as nouns ; as,

Did you see the *three* again?

They came in by *twos* and *threes*.

d. The use of adjectives to qualify nouns understood ; as,

She is a *good* [girl] but not a very clever girl.

e. The use of adjectives repeated for the sake of emphasis ; as,

Write me a *long, long* letter.

He is growing *stronger and stronger*.

f. The use of adjective clauses to take the place of adjectives or phrases limiting nouns or pronouns ; as,

Men *who are conscientious* are respected.

*Conscientious* men are respected.

Men *of conscience* are respected.

Lead pupils to be conscious of the difference between adjectives and adverbs.

**Verbs.**—Review the forms of the predicate :

**I. VERB TRANSITIVE.**

*I saw him.*  
Passive form:  
*He was seen by me.*

**II. VERB WITH—**

1. Noun.  
*a. Object:*  
*I read a book.*  
Passive form:  
*A book was read by me.*
- b. Factitive:*  
*They call him John.*  
Passive form:  
*He is called John by them.*
2. Pronoun.  
*I believed it.*  
Passive form:  
*It was believed by me.*
3. Adjective. (Factitive.)  
*The walk made him tired.*  
Passive form:  
*He was made tired by the walk.*
4. Adverb.  
*Keep up your courage.*  
Passive form:  
*Your courage should be kept up.*
5. Preposition.  
*He broke in the door.*  
Passive form:  
*The door was broken in by him.*
6. Infinitive.  
*Do you wish to read?*
7. Participle.  
*He enjoys reading.*  
Passive form:  
*Reading is enjoyed by him.*
8. Clause.  
*He believes that he can do it.*  
Passive form:  
*It is believed by him that he can do it.*  
*That he can do it is believed by him.*

**III. VERB MODIFIER:**

1. Adverb.  
*He always tells the truth.*  
Passive form:  
*The truth is always told by him.*

**I. VERB INTRANSITIVE.**

*Did you walk?*  
No passive form.

**II. VERB WITH—**

1. Noun.  
*He is a teacher.*  
No passive form.
2. Pronoun.  
*Who is your friend?*  
*It is he.*  
No passive form.
3. Adjective. (Predic'te.)  
*He is good.*  
No passive form.
4. Adverb.  
*He was here.*  
No passive form.
5. Preposition.  
*He is in good health.*  
No passive form.
6. Infinitive.  
*His wish is to go.*  
No passive form.
7. Participle.  
*His enjoyment is reading.*  
No passive form.
8. Clause.  
*The fact is that he did it.*  
No passive form.

**III. VERB MODIFIER:**

1. Adverb.  
*Old people walk slowly.*  
No passive form.

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|--|---|
| <p>2. Adverbial phrase.<br/> <i>He buys a book now and then.</i><br/>         Passive form:<br/> <i>A book is bought now and then by him.</i></p> <p>3. Prepositional phrase.<br/> <i>I read the book with interest.</i><br/>         Passive form:<br/> <i>The book was read with interest by me.</i></p> <p>4. Indirect object.<br/> <i>A friend sent me the book.</i><br/>         Passive form:<br/> <i>The book was sent me by a friend.</i></p> <p>5. Infinitive.<br/> <i>He bought it to please her.</i><br/>         Passive form:<br/> <i>It was bought by him to please her.</i></p> <p>6. Participle.<br/> <i>He wrote it lying on his back.</i><br/>         Passive form:<br/> <i>It was written by him while lying on his back.</i></p> <p>7. Absolute construction.<br/> <i>Dinner being over, he examined the book.</i><br/>         Passive form:<br/> <i>Dinner being over, the book was examined by him.</i></p> <p>8. Adverbial clause.<br/> <i>I shall read it when I have finished this.</i><br/>         Passive form:<br/> <i>It will be read by me when I have finished this.</i></p> | <p>2. Adverbial phrase.<br/> <i>They came one by one.</i><br/>         No passive form.</p> <p>3. Prepositional phrase.<br/> <i>The boy ran out of the house.</i><br/>         No passive form.</p> <p>4. Adverbial object.<br/> <i>He walked ten miles.</i><br/>         No passive form.</p> <p>5. Infinitive.<br/> <i>He will come to help me.</i><br/>         No passive form.</p> <p>6. Participle.<br/> <i>They came talking and laughing.</i><br/>         No passive form.</p> <p>7. Absolute construction.<br/> <i>Breakfast over, we started for the city.</i><br/>         No passive form.</p> <p>8. Adverbial clause.<br/> <i>Wait till I have written this letter.</i><br/>         No passive form.</p> |
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## Practice :

- The four forms of the predicate,—the active, the passive, the predicate noun, and the predicate adjective.
- All the tenses.
- All the auxiliaries.
- The coupling of the tenses.
- Contrasting of verbs.
- The use of *shall*, *will*, *should*, *would*.
- The use of infinitives and participles as nouns, adjectives and adverbs. See page 109.

- h.* The use of the infinitive after *what, when, where, how, how much* and *how many*.
- i.* Changing infinitive phrases into demonstrative clauses, and *vice versa*.
- j.* The use of the perfect participle and change into clauses.
- k.* The use of participles with conjunctions and change into clauses.
- l.* The use of participles with prepositions and change into clauses.

Practice the potential and subjunctive modes:

- a.* Both clauses affirmative; as,

*I would go if I had* an invitation.

- b.* Both clauses negative; as,

*You would not have improved so much if you had not studied hard.*

- c.* One clause affirmative and the other negative; as,

*I would have gone if I had not expected you.*

- d.* One clause negative and the other affirmative; as,

*I would not have gone if I had expected you.*

Explain that the past tense of a verb is used to express the present time:

- a.* With either singular or plural subject; as,

*If he were here, he would tell us.*

*If they were here, they might go with us.*

*If he had money, he might be extravagant.*

Practice omitting *if*; as,

*Were he here, he would tell us.*

*Had he money, he might be extravagant.*

- b.* After *as if* or *as though*; as,

*He talks as if he were rich.*

*He lives as if he had millions.*

*They act as though they knew all about it.*

- c.* In wishes; as,

*I wish he were not so independent.*

*He wishes he had not said it.*

*Oh, that he did not go with him!*

Teach the use of:

*a.* Infinitives used absolutely; as,

*To tell the truth*, I know nothing about it.

*To be sure*, he is not clever, but he is good.

*b.* Participles used absolutely; as,

*Considering* the circumstances, I do not blame him.

*Judging* from what he said, he cannot be reliable.

*Talking* of pictures, here is a fine one.

**Adverbs.—Practice:**

*a.* Comparison of adverbs.

*b.* The use of *how* in exclamatory sentences.

*c.* Adverbs as modifiers of infinitives and participles.

*d.* The use of *when*, *where*, *why*, *how*, *whether* and *if* in indirect questions.

*e.* The use of adverbs in elliptical expressions after conjunctions.

Change into clauses.

*f.* The use of *so* after verbs and preceding adjectives.

Teach the use of adverbs:

*a.* As nouns; as,

*Now* is the accepted time.

We start from *here*.

He sent it from *abroad*.

*b.* Repeated to denote repetition; as,

Write *again* and *again*.

*c.* Repeated for emphasis; as,

Be *very*, *very* careful.

Drill on the correct use of *only*.

**Prepositions.—Practice the uses of prepositions to denote:**

*a.* Possession.

*b.* The adjective relation.

*c.* Partition.

*d.* Kind or contents.

*e.* Means or instrument.

*f.* Time.

*g.* Cause and effect.

*h.* Source, origin, separation.

Practice the use of *as* with nouns, adjectives and participles.

Practice the use *to be* instead of *as*; as,

He is considered *to be* a wealthy man.

He is considered *to be* efficient.

He is considered *to be* doing well.

Also practice the contracted form; as,

He is considered a wealthy man.

He is considered efficient.

He is considered doing well.

#### Conjunctions.—Practice:

- a. The use of conjunctions with nouns and adjectives.
- b. The use of conjunctions in connecting infinitive and participial phrases and clauses.
- c. The use of *but* after negatives to intensify an affirmative; as,

He told *nothing but* the truth.

He did *nothing but* play.

He had *nothing but* a nickel.

Review the idioms of the preceding grade.

Teach:

Lose one's head, lose one's heart, lose faith in —, lose ground, at a loss to, look after, look — up, look blue, look in upon, look — in the face, look out, look over, look forward to, turn in, turn off, turn out, turn up, take turns, turn one's back on, turn one's head, turn over, turn over a new leaf, turn the tables, turn back, do a good turn, turn the stomach, turn upon, get the better of, run the risk of, stand — chance of, hold out, hold one's tongue, hold on, hold good, hold in check, live up to, bear with, better off, fit up, fit out, have a hand in, have one's way, in hot water, on the sly, run across, lose sight of, make the best of, out of place, out of the question, out of the way.

Review the proverbs of the previous grade.

Teach:

Not worth the candle.

No news is good news.

Sooner said than done.

A little pot is soon hot.

Cannot hold a candle to —.

Blood is thicker than water.

A short horse is soon curried.  
 Cannot make head or tail of it.  
 Procrastination is the thief of time.  
 Old birds are not caught with chaff.  
 A bad workman quarrels with his tools.  
 A green winter makes a fat churchyard.  
 Coming events cast their shadows before.  
 God tempers the wind to the shorn lamb.  
 One man's meat is another man's poison.  
 He that always complains is never pitied.  
 Never quarrel with your bread and butter.  
 It is time enough to cry when you are hurt.  
 Do not halloo till you are out of the woods.  
 One eye-witness is better than ten hear-says.  
 All work and no play makes Jack a dull boy.  
 By others' faults wise men correct their own.  
 If we subdue not our passions, they will subdue us.

**ARTICULATION.**—Review and drill upon elements.

All the work of the oral classes to be taught by speech and lip-reading.

Drill upon modulation, emphasis and flow of language. Endeavor to make an atmosphere for speech and lip-reading.

Encourage the pupils to talk with each other whether in school or out and to talk with such hearing people as they may have an opportunity.

As new lessons are assigned, place on the board the words of difficult pronunciation and drill pupils upon them.

Have an oral discussion each day on current events.

Keep up diacritical marking.

As in the preceding grades, the success of speech and lip-reading will depend largely upon the drill the teacher requires of the pupils.

**SPELLING.**—All the words in the grade vocabulary are to be carefully spelled.

Spell your requests, directions and orders.

Have pupils spell their requests, salutations, partings and acknowledgements.

Spell words and sentences and have pupils reproduce them.

Spell sentences and stories as a means of getting free conversation from pupils.

Require distinctness of spelling, especially with *k* and *p*.

**WRITING.**—Give careful attention:

1. To correct position at the blackboard and the desk.
2. To correct capitalization and the use of the period and the interrogation point.

Have daily exercises:

- a. In the copying of sentences.
- b. In the writing of dictated sentences.
- c. In changing statements to questions, or *vice versa*.
- d. In filling blanks.

Practice:

- a. Letter-writing.
- b. Story-writing.

Cultivate in pupils:

1. A sense of continuity of narration.
  2. The power of imaging what is told.
- c. Journal writing.

Have pupils use the sequential arrangement of thought in describing natural events and everyday incidents.

- d. Morning reports on current events.
- e. Composition-writing.

**READING.**—First half of the Reader.

The pupils should be prepared for the lessons by properly conducted conversation.

The meaning of the new words and the use of the idiom should be taught before the pupils meet with them in the text.

Questions should be asked on each lesson and the pupils should make the answers.

See that the pupils understand what they read.

Seek to cultivate the power of imaging clearly.

**HISTORY.**—From page 204 to page 308.**GRAMMAR.**—From page 145 to page 216.**ARITHMETIC.**—From page 176 to page 211.

Review Fractions and Denominate Numbers.

**DICTIONARY.**—Have pupils use the dictionary intelligently.

**SUNDAY-SCHOOL WORK.**—The Intermediate Quarterly is to be used.

Have pupils familiar:

- a. With the Lord's Prayer.
- b. With the Doxology.
- c. With the Commandments.
- d. With the Beatitudes.
- e. With Psalm xxiii.
- f. With "Nearer, my God, to Thee."
- g. With "America."
- h. With "Rock of Ages."
- i. "Abide with Me."

Teach "Lead, Kindly Light."

Interest pupils in Young People's Paper and talk about the stories.

## SECOND TERM.

NOTE.—1:

- a. Have your work well prepared for each day.
- b. Make your daily program varied so as to keep the pupils interested and occupied.
- c. Arrange your busy-work program so that you may give individual work without interruption.

NOTE—2:

- a. The detailed course will be laid out at the monthly grade meeting.
- b. Make your notes copious and full and carry them out carefully.

**MANNERS AND MORALS.**—The work of First Term is to be kept up.

Teach the duty:

- a. Of being ambitious to do their best in anything they may undertake to do.
- b. Of trying to master the details of their work.
- c. Of trying to please their employers.
- d. Of looking out for the best interests of their employers.
- e. Of living in peace and harmony with their fellow workmen.
- f. Of studying and keeping up with the new ideas and progress of their work world.

Use "Good Morals and Gentle Manners" from page 141 to page 174.

Tell stories to illustrate the leading points.

**SENSE TRAINING.**—Keep up the work of First Term.

**LANGUAGE.**—The work is to be practiced along the lines laid down in First Term.

**Nouns.**—Keep up the work of First Term.

Teach the common words and phrases used:

- a. In a photographer's gallery.
- b. In a hotel.
- c. In a railroad ticket office and on a train.
- d. In a newspaper office.

Use them in sentences.

Practice the use:

- a. Of cognate objects; as,

He died *the death of* a hero.

- b. Of intermediate expressions; as,

He has bought, *I understand*, a new horse.

- c. Of antithetical phrases; as,

Good manners, *not fine clothing*, mark the gentleman.

- d. Of appositive phrases; as,

He disregarded his parents' advice, *a fault too common in these days*.

- e. Of complex and compound phrases; as,

He left *at the close of* the lecture.

He delights *in taking pictures* and *in taking a ride* on his wheel.

He tries *to study hard* and *to be good*.

- f. Of compound clauses; as,

He would not say *who he was* or *what he wanted*.

He says *that I must go* and *that you should remain*.

**Pronouns.**—Keep up the work of First Term.

Practice:

- a. The use of compound relatives.

- b. Modified sentences, using relative clauses; as,

He is a miser, *as everybody knows*.

He denies the act, *which is a falsehood*.

- c. Noun clauses as subjects introduced by *who*, *which*, *whose*, *what* and *that*; as,

*Who did it* is unknown.

**Adjectives.**—Keep up the work of First Term.

Teach the use of adverbial predicate adjectives; as,

Will he stand *firm*?

His head feels *bad*.

He arrived *safe*.

He appeared *prompt* and *willing*.

**Verbs.**—Keep up the work of First Term.

Practice:

- a. The present form of verbs used with a future tense; as,

Unless he *comes*, I shall not go.

If it *rains*, we will not go.

- b. Placing *may* before its subject to express a wish or desire; as,

*May* you ever be happy.

*May* he never regret it.

*May* you live long and prosper.

**Adverbs.**—Keep up the work of First Term.

Practice:

- a. Noun clauses as subjects introduced by *when*, *where*, *how*, *whether*, *why*, *how much*, *how many*, etc.; as,

*When he will go* is a secret.

- b. Clauses as predicate, in apposition to *It* as subject; as,

*It is not known why he did it.*

- c. *Seldom* or *never*; *seldom*, *if ever*; *ever so*; *never so*; as,

He *seldom* or *never* speaks of it.

He *seldom*, *if ever*, goes to the city.

If he were *ever so* wise and prudent, I do not think he could have avoided it.

I was *never so* well as now.

- d. The adverbial phrase *the — the*; as,

*The sooner, the better.*

*The more, the merrier.*

- e. *Well* and *why* as expletives.

**Prepositions.**—Keep up the work of First Term.

Practice the use of *of*:

a. Meaning "out of"; as,

I want a box made *of* cedar.

He thinks he is made *of* cast iron.

b. Meaning "belonging to"; as,

He came *of* a good family.

c. Meaning "resulting from"; as,

He died *of* a fever.

d. Meaning "concerning," "about"; as,

What *of* him?

Tell me *of* your trip.

e. Meaning "as regards"; as,

He is light *of* foot.

He is hard *of* heart.

Change into compound adjectives; as,

He is *light-footed*.

He is *hard-hearted*.

f. Meaning "what sort of"; as,

He is a jewel *of* a player.

g. Meaning "on account of," "because of"; as,

I accuse him *of* duplicity.

He is glad *of* success.

Teach the most common prepositional phrases; as, *out of kindness*, *for fun*, *in fun*, *for exercise*, *on business*, *on exhibition*, *for show*, *for effect*, etc.

**Conjunctions.**—Keep up the work of First Term.

Review the idioms of First Term.

Teach:

Red-letter day, to the point, get even with, take breath, take heart, take it upon —self to, take after, take advantage of, stand by, stand in with, use up, used up, call for, call to mind, call on, call in, run down, run through, run for, run after, hold on, hold out, hold good, hold in check, let off, let on, let out, let alone, to the letter, do one's level best, live down, by all means, by no means, leave off, leave out in the cold,

get left, played out, play the role of, carry one's point, a run upon a bank, run over, run out, serve — right, a short cut, take stock in, stick by, stand on ceremony.

Review the proverbs of First Term. Teach:

Many men, many minds.

Fair exchange is no robbery.

Experience teaches even fools.

Every cloud has a silver lining.

Never judge a book by its cover.

Never ride a free horse to death.

Self-preservation is the first law.

Every cook praises his own stew.

Every failure is a step to success.

Deeds are fruits, words but leaves.

Everything comes to him who waits.

Truth crushed to earth will rise again.

Never make a mountain of a mole hill.

As you make your bed, so you must lie.

Never cross a bridge till you come to it.

That's placing the cart before the horse.

Silks and satins put out the kitchen fire.

The proof of the pudding is in the eating.

Value a good conscience more than praise.

When you are in Rome, do as the Romans do.

The course of true love never did run smooth.

He who follows two hares is sure to catch neither.

Write injuries in the dust, but kindness in marble.

It is a silly fish that is caught twice with the same hook.

Home is home though it be ever so homely (or humble).

Laziness travels so slowly that poverty soon overtakes it.

**ARTICULATION.**—The notes under this head in the First Term are intended for the Second also.

**SPELLING.**—Keep up the work of First Term.

**WRITING.**—Keep up the work of First Term.

**READING.**—Keep up the work of First Term.

Side Lights on American History is to be finished.

**PHYSIOLOGY.**—To be finished.

**HISTORY.**—To be finished.

**GRAMMAR.**—To be finished.

**ARITHMETIC.**—To be finished from page 212.

**SUNDAY-SCHOOL WORK.**—Keep up the work of First Term.

## Eleventh Year.

(High School, Junior Class.)

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**MANNERS AND MORALS.**—Have the pupils practice:

- a. Cleanliness of person and neatness of dress.
- b. Promptness, obedience, good order and industry.
- c. Good morals and gentle manners.

Give careful instruction:

- a. In the laws of life and health.
- b. In the civil and social duties.

Inspire the pupils with high ideals of spirit and conduct.

**ENGLISH.**—Have the pupils practice:

- a. Social notes, both formal and informal.
- b. Business letters and notes.
- c. Oral or finger-spelled conversation.
- d. Interpreting paragraphs selected from school books and newspapers.
- e. Written abstracts of historical topics, narratives, descriptions, etc.
- f. Composition on given subjects.

**READING.**—Such books as may be named by Gallaudet College.

**HISTORY.**—The Leading Facts of American History is to be reviewed by candidates for Gallaudet College.

English History for Americans is to be finished.

**GEOGRAPHY.**—Houston's New Physical Geography is to be finished.

The Eclectic Complete Geography is to be reviewed by candidates for Gallaudet College.

**GRAMMAR.**—Longmans' English Grammar is to be reviewed by candidates for Gallaudet College.

**LATIN.**—Harkness' Easy Latin Method is to be finished.

**NATURAL PHILOSOPHY.**—Houston's Natural Philosophy is to be finished.

**MATHEMATICS.**—White's New Complete Arithmetic is to be reviewed.

**SUNDAY-SCHOOL WORK.**—The Intermediate Quarterly is to be used.

Young People's Paper.

The students should be familiar with the hymns taught in the previous grades. See page 151.

## **Twelfth Year.**

(High School, Senior Class.)

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**MORALS AND MANNERS.**—Have the pupils practice:

- a. Cleanliness of person and neatness of dress.
- b. Promptness, obedience, good order, and industry.
- c. Good morals and gentle manners.

Give careful instruction:

- a. In the laws of life and health.
- b. In the civil and social duties.

Inspire the pupils with high ideals of spirit and conduct.

**ENGLISH.**—Have the pupils practice:

- a. Social notes, both formal and informal.
- b. Business letters and notes.
- c. Oral or finger-spelled conversation.
- d. Interpreting paragraphs selected from school books and newspapers.
- e. Written abstracts of historical topics, narratives, descriptions, etc.
- f. Composition on given subjects.

**HISTORY.**—To be named by Gallaudet College.

**COMPOSITION.**—The Mother Tongue Composition.

**LATIN.**—Collar and Daniell's First Latin Book.

**MATHEMATICS.**—Wentworth's School Algebra.

**SUNDAY-SCHOOL WORK.**—The Intermediate Quarterly is to be used.

Young People's Paper.

The students should be familiar with the hymns taught in the previous grades. See page 151.

## **ART STUDIO COURSE.**

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### **FIRST YEAR.**

1. Still-life drawing in outline and in light and shade.
2. Cast drawing from ornament, masks and busts in outline and in light and shade.

### **SECOND YEAR.**

1. Sepia or black-and-white wash drawing from still life.
2. Still-life water-color painting.

### **THIRD YEAR.**

1. Still-life painting in oils.
2. Pen-and-ink sketching.

### **FOURTH YEAR.**

1. Drawing from life—head and costumed figure.
2. Drawing for illustration.

### **FIFTH YEAR.**

1. Painting from life—head and costumed figure.
2. Decorative designing.

### **SIXTH YEAR.**

1. Composition study.
2. Arts-and-crafts work.

### **OPTIONAL COURSES.**

1. Wood carving.
2. Chalk and zinc etching.

## COURSE IN PHYSICAL CULTURE.

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### BOYS.

FIRST YEAR.—Marching. Free movements. Wands. Games.

SECOND YEAR.—Marching. Free movements. Wands. Dumb bells. Spring board. Jumping (over rope). Games.

THIRD YEAR.—Marching. Dumb bells. Indian clubs (simple swings). Spring board. Jumping (over rope). Vaulting bar.

FOURTH YEAR.—Marching. Dumb bells. Indian clubs (advanced). Chest weights. Vaulting bar. Vaulting horse. Buck.

FIFTH YEAR.—Marching. Bar bells. Indian clubs. Chest weights. Vaulting horse. Buck. Tumbling.

NOTE.—Exercises on the Horizontal bar, Parallel bars, Ladders and Rings are optional.

### GIRLS.

FIRST YEAR.—Marching. Free movements. Wands. Games.

SECOND YEAR.—Marching. Free movements. Wands. Dumb bells. Games.

THIRD YEAR.—Marching. Free movements. Wands. Dumb bells. Indian clubs.

FOURTH YEAR.—Marching. Free movements. Indian clubs. Chest weights. Jumping (over rope). Vaulting bar.

FIFTH YEAR.—Marching. Free movements. Indian clubs. Chest weights. Jumping (over rope). Vaulting bar. Basket ball.

## **MANUAL FOR THE SCHOOL.**

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### **THE SUPERINTENDENT.**

The Superintendent will have a general oversight of the school, will visit the classes as often as his other duties will permit, and will consult with the Principal and the teachers as to methods of instruction, discipline and general management. Through the Principal, he shall call the teachers together whenever he may have anything of a business or professional nature to bring before them. He shall cause the schoolrooms to be equipped with the necessary material for carrying out the Course of Study. He will be free to consult with the Principal at any time in regard to the school work in general or any special part thereof, and with any teacher touching his or her own work. He will supplement the work at any time with any new work he thinks will be of advantage to the school. He will consult with the Principal in regard to promotions, classifications and graduations. He will look after the evening studies and see that the teachers in charge keep good order and that the children's time is used to the best advantage.

### **THE PRINCIPAL.**

1. The Principal shall have special charge of the school, to which he shall devote his entire time during school hours.
2. He shall give instruction to the teachers in regard to the Course of Study, and see that it is properly carried out.
3. He shall instruct the teachers as to the necessary blanks, reports and records, and see that they are properly kept.
4. He shall instruct the teachers in methods of teaching, and when he thinks necessary may illustrate the same in the schoolroom by teaching in the presence of the teacher.
5. He shall visit the classes often and give such help to the teachers as he thinks will be beneficial to their work.
6. He shall call together such teachers as have a common

interest in any line of work or method of teaching and give such aid and instruction as he deems advisable. He shall call all the teachers together on "Letter Day" of each month from three to four o'clock P.M., and this meeting shall be especially devoted to professional discussion.

7. He shall have charge of the discipline of the pupils during school hours and at intermissions, and shall bring difficult cases to the Superintendent for final disposition.

8. He shall have charge of all the chapel services, lecture in turn with the other male teachers, lecture on all holidays, deliver to the school any orders or notices from the Superintendent, arrange for special programs whenever he thinks advisable and call any teachers to his assistance.

#### SUPERVISING TEACHER OF SPEECH AND LIP-READING.

The Supervising Teacher of Speech shall have her desk in the Principal's office. Her hours shall be from 8 to 11:45 A.M. and from 1:30 to 4 P.M.

She shall have charge of the speech and lip-reading in the various classes and shall render all assistance possible to the teachers of said classes, teaching for them when she thinks proper.

She may call any or all of the teachers of oral classes together when she thinks it necessary to give them any general instructions pertaining to the development of speech and lip-reading, and when she thinks advisable may illustrate methods and principles with one or more pupils.

She shall be subject to temporary assignment to a class when more regular teachers are absent than there are normal students to substitute.

She will be subject to assignment on committee work, but will not be required to do study duty.

#### TEACHERS.

1. All teachers must be at their post of duty before the opening of each session of school, see that the schoolrooms are in good order, properly heated and ventilated, and shall report to the Principal's office anything lacking or needed.

2. They shall teach such classes and such pupils as the Superintendent may assign them.

3. They will make requisitions upon the Superintendent, through the Principal, for all the necessary supplies for their classes. The accounts with the pupils must be accurately and neatly kept, and reported to the Superintendent, through the Principal, at the close of each term with a settlement for all articles drawn out.

4. Teachers must acquaint themselves thoroughly with the Course of Study, as well as the rules of the Institution touching their work, and make the greatest effort possible for the carrying out of the same.

5. They must attend to the instructions of the Superintendent or the Principal in matters pertaining to the school work.

6. They will have charge of their own pupils, and will be expected to discipline them during school hours, and in difficult cases will call to their assistance the Principal, but will not resort to corporal punishment until after a consultation with the Superintendent.

7. A professional spirit is the educational soul of all good teachers, and in order to cultivate and stimulate this spirit in our teachers, the hour from three to four P.M. of each "Letter Day" is set apart for professional discussion based upon the reading of such work or hearing of such lecture as a majority of the teachers may agree upon. All teachers shall attend the meetings, which shall be under the control of the Superintendent or the Principal.

8. Teachers shall attend all other meetings called by the Principal or the Superintendent.

9. In case of necessary absence from duty, the teacher must notify the Principal or the Superintendent immediately, so a substitute can be secured. The Superintendent shall select all substitutes.

10. The teachers shall in turn take charge of the studies at such times and places as the Superintendent shall direct. They shall have charge of their regular classes for Sabbath school.

11. They shall prepare carefully before entering school each day the work for the day, so they can impart instruction with ease and life. A teacher who is unprepared cannot do good work; the teaching and the school will be lifeless, and the results likewise dead. But when the full teacher, after preparation, knows the "what" and the "how" he or she is to do, the teaching and the school will be alive, and the results satisfactory.

12. The teachers will assist in such capacities as may be assigned them on opening day, holidays, entertainments and special occasions of any kind.

13. Teachers must use good judgment in government. They must do nothing hastily or harmfully. Discipline in good humor, strive to cultivate a sentiment for good order in school, for punctuality, and for good hard work.

14. The success of any Course of Study lies in its flexibility and the power of the teacher to execute. Teachers are free to supplement with original and wholesome ideas.

#### PUPILS.

1. At given signals the pupils shall march to and from school in good order.

2. They shall be prompt in their attendance at school, chapel and study.

3. They shall yield a ready obedience to their teachers and the Principal.

4. They shall pursue such studies and attend such classes as the Principal may direct.

5. Pupils shall be orderly and polite at all times.

6. At the end of the school year such pupils as have completed the work in any grade satisfactorily to the teacher, the Principal and the Superintendent, will be promoted to the next higher grade. At any other time, if the Principal thinks a child can do better work in another grade, he can make the promotion. The average grade for promotion shall be 65.

7. When a pupil has completed the work in the Twelfth Grade to the satisfaction of the teacher, the Principal and the Superintendent, and has so deported himself or herself as to be

worthy of it, he or she will be graduated and given a High School diploma. Diplomas may be granted to pupils who have completed the work in the Intermediate Department, provided their time in school as allowed by law has expired and they cannot be graduated from the High School.

## MANUAL FOR THE INDUSTRIAL DEPARTMENT.

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1. The foremen of the shops and the women in charge of the sewing departments are teachers of their respective trades.
2. Their hours for work shall be from 7 to 11:45 A.M. and from 1:15 to 4:30 P.M.
3. They must be in their respective departments during the hours designated to prepare the work and give instruction to pupils. They must not leave before closing time except when excused by the Superintendent. When their time is not needed in instruction and preparing work, they will do such work as is necessary.
4. They must study carefully the course of training, see that it is carried out, and suggest to the Superintendent from time to time such improvements as they think will be helpful to the pupils.
5. They shall maintain the same order and discipline as would be expected in a school and shall carefully exclude all children who do not belong to their respective departments during the work-periods.
6. They shall see that their pupils are punctual, and that they remain at work during the allotted time.
7. They shall be held responsible for all tools, goods or other valuables in their respective departments, and shall make such reports of work done and stock on hand at such times as the Superintendent may require.
8. No outside work of any kind for any person shall be done except upon the requisition of the Superintendent.
9. When outside work is done, the teacher must keep a record of it and hand the cost of it to the Steward at the completion of the work.
10. No child under fourteen years of age can enter the

shops as pupil. No one can enter the sewing-room under thirteen years of age.

11. The training will cover five years, and each year is a grade. When a pupil has done the work in one grade satisfactorily to the teacher in charge, he can be transferred to the next higher grade.

12. The pupils shall render prompt obedience to the teachers and shall work as assigned in keeping the shops clean and tidy.

13. They shall assist their teacher in any work for exhibition which the Superintendent may require.

14. Upon the satisfactory completion of the course, the pupils will be graduated and given a certificate stating the special course they have pursued.

## COURSES OF TRAINING IN THE INDUSTRIES.

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### PRINTING.

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#### FIRST YEAR.

1. Learn the lay of the case; names of parts of the case and of the spaces.
2. How to stand at case; how to hold the composing-stick and set type; spacing and justification.
3. How to empty the stick and place matter properly in galley.
4. Differences between similar letters, such as *d* and *p*, etc.
5. Composition on reprint.
6. How to take good care of implements.
7. Names of the most common implements used.
8. General cleaning work as required.

#### SECOND YEAR.

1. Composition on reprint and manuscript copy.
2. Simple punctuation.
3. Simple principles of division of words.
4. Proof-correcting.
5. Names of implements used and phrases pertaining thereto.
6. General cleaning work as required.

#### THIRD YEAR.

1. Straight composition continued.
2. Difficult proof-correcting.
3. Composing poetry, and column and table work.
4. Punctuation, and division of words continued.
5. Making up, locking and testing newspaper form. How to take care of the furniture.

6. Simple job presswork.
7. Names of implements used and phrases pertaining thereto.

#### FOURTH YEAR.

1. Book and circular composition.
2. Punctuation, and division of words continued.
3. Sizes of leads, rules, furniture, etc.
4. Exercises with metal and wood furniture.
5. Tying up jobs with strings.
6. Locking jobs properly in chase.
7. Taking proofs with the planer.
8. Job press work continued.
9. Feeding on cylinder press.
10. General work as required.
11. Names of implements used and phrases pertaining thereto.

#### FIFTH YEAR.

1. Lay of job cases.
2. Sizes of job type, leads, rules, etc.
3. Setting reprint jobs; spacing and justification.
4. Making ready on cylinder press.
5. How to keep good color in printing.
6. Setting original work from original copy.
7. How to cut leads, rules, etc.
8. How to use labor-saving leads, rules, borders, etc.
9. How to set a job for two or more colors.
10. How to cut paper.
11. Care of rollers.
12. General work as required.
13. Names of implements used and phrases pertaining thereto.

## SHOEMAKING.

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### FIRST YEAR.

1. Names of tools and their uses.
2. Sharpening knives, right and left.
3. Making wax-ends.
4. Harness repairing.
5. Plain cobbling.
6. Mechanical and freehand drawing.
7. Use of lasts, right and left.
8. General work as the teacher may direct.

### SECOND YEAR.

1. Names of tools, and of parts of a shoe.
2. Making buttonholes.
3. Punching eyelet holes.
4. Setting eyelet studs and lacing hooks.
5. Practice on button-fastening machine.
6. Continue drawing.
7. Half-soling, heeling, trimming and burnishing.
8. Shoe dressing.
9. General work as the teacher may direct.

### THIRD YEAR.

1. Names of everything used.
2. Continue drawing.
3. Invisible patching.
4. Neat cobbling.
5. Bottoming, burnishing and buffing, channel work.
6. Dieing heels.
7. Heel building and shoe dressing.
8. General work as the teacher may direct.

### FOURTH YEAR.

1. Names of all tools used and of kinds of leather.

2. Continue drawing.
3. Machine practice.
4. Cutting insoles, counters, outsoles, etc.
5. Difficult lasting.
6. Hand-sewed, turned work and welt trimming.
7. Fancy burnishing and finishing.
8. Mending and such work as the teacher may direct.

#### FIFTH YEAR.

1. Continue drawing.
2. Use of every machine.
3. Foot measuring.
4. Pattern making.
5. Fitting uppers.
6. Cutting and lasting.
7. Names of parts of a pattern.
8. Making a complete shoe.
9. Mending and such work as the teacher may direct.

## **TAILORING.**

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### **FIRST YEAR.**

1. Names of needle, thimble and other articles handled, with their uses.
2. How to sit on the bench.
3. Easy patching.
4. Seams in lining.
5. Sewing on buttons.
6. Handling irons.
7. Practice on buttonholes.
8. Such general work in the room as the teacher may direct.

### **SECOND YEAR.**

1. Learn names and uses of all things handled, parts of garments and whole garments of dress.
2. Padding lapels and collars.
3. Serging seams.
4. Making pants pockets.
5. Making vest pockets.
6. Sewing on buttons.
7. Sleeve-making.
8. Buckle straps.
9. Particular repairing.
10. Machine practice.
11. Pressing.
12. General work as directed by the teacher.

### **THIRD YEAR.**

1. Work on pants and vests.
2. Flaps and welts.
3. Vest pockets.
4. Coat pockets.

5. Buttonholes.
6. Basting up garments.
7. Difficult repairing.
8. Practice with machine.
9. Learn names of all articles, pieces, parts and wholes.
10. General work as the teacher may direct.

FOURTH AND FIFTH YEARS.

1. Garments finished.
2. Repairing of all kinds.
3. Cutting and fitting.
4. Sewing of a general kind and working under the direction of teacher.
5. Reading of literature on tailoring.
6. Each pupil before graduating must be able to cut, fit and make a suit of clothes.

## SLOYD.

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### FIRST YEAR.

1. Names and uses of various tools.
2. How to use a hammer.
3. How to use a saw to a fine pencil mark.
4. How to plane a board out of wind.
5. How to make the various models in this course.
6. To pupils that are naturally gifted for handling tools the teacher may direct his work as he sees fit.

### SECOND YEAR.

1. The uses of a rule and a square.
2. How to make a square object to the size stated.
3. How to mortise, tenon and halve together.
4. How to glue, dress down, and sandpaper.
5. How to make a box to size stated.
6. Pupils that have advanced beyond these studies may be given furniture repairing or new work such as the teacher may see fit.

### THIRD YEAR.

1. How to set the bevel square to a mitre.
2. How to miter a frame together.
3. How to lay out and make a dovetail.
4. How to lay out and dovetail a box together.
5. Pupils that are capable may be taught to run machinery, such as the planer, rip-saw, mortiser, tenoning machine, band saw, universal wood worker and turning lathe, provided their parents are willing.
6. How to grind, sharpen and file tools.
7. To such pupils as are advanced the teacher may direct work as he sees fit.

## FOURTH YEAR.

1. How to bill out material and work it to detail.
2. How to design and make details and drawings to scale and full-size drawing.
3. How to do advanced furniture making and such carpentry work as may present itself about the buildings.
5. Before a pupil graduates, he must leave a satisfactory piece of furniture such as the Superintendent or the teacher may direct.

## CARPENTRY.

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### FIRST YEAR.

1. Uses and names of various tools.
2. Driving nails.
3. Helping in box-making.
4. Making of toys and models.
5. Use of plane, augur and saw.
6. Cutting lumber.
7. General work as the teacher may direct.

### SECOND YEAR.

1. New work.
2. Assisting in repairing.
3. Assisting in making furniture.
4. Sharpening tools.
5. Turning and scroll-sawing.
6. Box-making.
7. General work as the teacher may direct.

### THIRD YEAR.

1. Continue furniture making.
2. Joining, planing, dove-tailing, gluing, painting in and out of doors, and varnishing.
3. Repairing.
4. Box-making, when necessary.
5. General work as the teacher may direct.

### FOURTH YEAR.

1. Painting and varnishing.
2. General carpentry about the building.
3. Advanced furniture.
4. Cabinet-making, completing the work.
5. Laying off, designing, and moulding.

6. General repairing.
7. General work as the teacher may direct.

#### FIFTH YEAR.

1. Original and complete work in cabinet-making.
2. General carpentry.
3. General work as the teacher may direct.
9. Before a pupil graduates, he must leave a satisfactory specimen of his own work in way of a complete piece of furniture.

## **SEWING.**

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### **FIRST YEAR. (INSTITUTION WORK.)**

1. Proper position for sewing.
2. Use of needle and thread and thimble.
3. Names of articles.
4. Sewing of selvages, selvage and raw edge, two raw edges.
5. Stitching, hemming, basting and turning hems.
6. Making of towels, handkerchiefs, pillowcases and sheets.
7. General work as the teacher may direct.

### **SECOND YEAR. (INSTITUTION WORK.)**

1. Review.
2. Names and uses of articles.
3. Continue making of such towels, sheets, pillowcases, comforts, etc., as the Institution needs.
4. Making aprons, napkins, etc.
5. Use of machine.
6. General work as the teacher may direct.

### **THIRD YEAR. (MENDING DEPARTMENT.)**

1. Easy patching, mending and repairing.
2. Making simple articles, such as aprons, handkerchiefs, bags, caps, napkins, etc.
3. Remodeling old dresses.
4. Making buttonholes.
5. Darning.
6. Use of machine.
7. General work as the teacher may direct.

### **FOURTH YEAR. (MENDING DEPARTMENT.)**

1. Mending dresses, undergarments, coats, pants, etc.
2. Remodeling old dresses.
3. Cutting and making aprons, light and plain dresses.
4. Working buttonholes.

5. Machine work.
6. Darning.
7. General sewing as the teacher may direct.

FIFTH AND SIXTH YEARS.

(DRESSMAKING, CUTTING AND FITTING.)

1. Cutting, fitting, draughting.
2. Sewing on dresses and other work as directed.
3. Names of all parts, pieces and material.
4. Use of machine.
5. General sewing as the teacher may direct.
6. Before a girl graduates, she must be able to cut, fit and make a nice dress.

## COOKING.

### FIRST YEAR.

1. Proper method of measuring.
2. Abbreviations.
3. Equivalents.
4. Dishwashing, — preparation, order, towels, cleaning materials.
5. Care of dish towels and cloths.
6. Care of the sink.
7. Scrubbing of boards and tables.
8. Care of refrigerator.
9. Table-setting:
  - Rules for placing dishes.
  - Rules for serving.
  - To clean room and table after a meal.
10. Directions for lighting a gas stove.
11. To blacken a stove.
12. Directions for regulating and testing heat in a stove.
13. Cookery:

Of cereals.	Of simple puddings and pies.
Of vegetables.	Of meats.
Of baking powder mixtures.	Of cream soups.
Of beverages.	Of eggs.

### SECOND YEAR.

1. Review of first year's work.
2. Canning and preserving.
3. Preparation:

Of oysters.	Of salads.
Of breads.	Of cookery for invalids.
Of candies.	Of soups with stock.
Of cakes.	Of frozen dishes.
Of mixed pickles.	

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Paper, note (2 sheets on "Letter Day") . . . . .	Free
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## BOOKS.

	Price.
<b>Algebra.</b> Wentworth's School Algebra . . . . .	.85
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White's First Book of Arithmetic . . . . .	.25
White's Complete Arithmetic . . . . .	.48
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<b>Copy-books.</b> Whitehouse System of Practical Writing . . . . .	.05
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Houston's Physical Geography . . . . .	.95
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Longmans' English Grammar . . . . .	.48
(Longmans, Green & Co., New York.)	
The Mother Tongue.—Composition . . . . .	.50
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<b>History.</b>	
Stories of the United States for Youngest Readers . . . . .	.85
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Montgomery's Beginners' American History . . . . .	.45
Montgomery's Leading Facts of American History . . . . .	.75
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Morris' Primary History of the United States . . . . .	.60
(J. B. Lippincott Co., Washington Square, Philadelphia.)	
Higginson and Channing's English History for Americans . . . . .	.75
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